



Title	The effectiveness of comics as an educational tool in learning and teaching of liberal studies
Author(s)	Au, Ho-hang; 區浩衡
Citation	
Issued Date	2014-09-16
URL	http://hdl.handle.net/10722/202339
Rights	The author retains all proprietary rights, (such as patent rights) and the right to use in future works.



The University of Hong Kong

Faculty of Education

Bachelor of Education (Liberal Studies) 2013 - 2014

Dissertation

**The effectiveness of comics as an educational tool in
learning and teaching of Liberal Studies**

Supervisor: Dr. Cheung Chi Kim

Student Name: Au Ho Hang

Student UID: 2010297443

Date of Submission: May, 2014

Declaration

I hereby declare that this dissertation represents my own work and that it has not been previously submitted to this University or other institution in application for admission to a degree, diploma or other qualifications.

AU HO HANG

2010297443

May 2014

Acknowledgements

I would like to express my sincerest gratitude to my supervisor, Dr. Cheung Chi Kim, for his support and guidance throughout the research journey. His insightful and inspiring comments and suggestions have helped me to clarify my thought and research direction.

In addition, I would like to thank the principal, vice-principals, teachers, and students who participated in this research. Without their cooperation and support, I could not have successfully completed this enquiry study.

Abstract

Among various learning and teaching resources used in Liberal Studies (LS), comics is often utilized as an major form of non-textual educational tool in LS classroom to promote students' generic skills and deepen their understanding towards different issues. This dissertation investigates the effectiveness of using comics of learning and teaching of Liberal Studies. The result of this study has revealed that comics can enhance students' learning to a certain extent. However, the findings also demonstrate that there are some limitations of the use of comics in LS classroom. Some recommendations on the way of integrating comics in Liberal Studies were discussed in this dissertation.

Table of Content

Chapter 1 Introduction

1.1 Background of the study.....	7-9
1.2 Research Motivations.....	9-11
1.3 Purposes of Research	11
1.4 Clarification of terms.....	12-13

Chapter 2 Literature Review

2.1 Key concepts of constructivism in education.....	14-15
2.2 Relationship of constructivism and Liberal Studies.....	15-16
2.3 Definition of comics.....	16-17
2.4 Function of integrating comics in Liberal Studies.....	17-22
2.5 Limitations of integrating comics in Liberal Studies	22-25
2.6 Significance of research.....	25

Chapter 3 Research Methodology

3.1 Research Questions.....	26
3.2 Research Design	27
3.3 Methods for data collection.....	27-30
3.4 Background of participants.....	31
3.5 Data collection procedures.....	32
3.6 Data Analysis.....	33

Chapter 4 results of the study

4.1 Situation of interpreting comics.....	34-38
4.2 The effectiveness of helping students learn the content of issues and relevant concepts.....	38-41
4.3 Effectiveness of enhancing students' learning motivation.....	41-42
4.4 Effectiveness of facilitating students' development of critical thinking	43-45
4.5 Correlation analysis of students' test score and effectiveness of integrated comics in Liberal Studies.....	45-49
4.6 Challenges for Liberal Studies teacher to integrate comics in Liberal Studies	49-51

Chapter 5 Discussion

5.1 Students' situation of interpreting comics	52-53
5.2 Effectiveness of integrating comics in Liberal Studies	53-54
5.3 Limitation of integrating comics in Liberal Studies.....	54-56
5.4 Suggestions regarding integrating comics in Liberal Studies.....	56-58

Chapter 6 Conclusion	
6.1 Limitations of the present study.....	59
6.2 Research Implication.....	59-60
6.3 Conclusion.....	60-61
References.....	62-66
Appendix	
Appendix A: Questionnaire-based survey.....	67-71
Appendix B: Table of students' other comments about integrating comics in Liberal Studies lesson.....	72
Appendix C: Transcription of Focus Group interview with students.....	72-76
Appendix D: Transcription of Focus Group interview with teachers.....	77-80
Appendix E: Worksheet 1.....	81-84
Appendix F: Worksheet 2.....	85-86

Chapter 1

Introduction

This chapter is divided into five parts. First part is about the background of the study. Second part is about motivations of this research. Purposes of research and clarification of terms are also included in this chapter.

1.1 Background of the study

After Second World War, education sector in the world has started to advocate the concept of social reconstructism (Stanley, 2006). Social constructism emphasizes on constructing a society with democracy, human right and justice by education. To construct a society fulfilling the above criteria, people have to equip with positive values and attitude to the society. This educational philosophy has been highly advocated in the countries which advocate democracy, including Hong Kong.

Except for the concern of developing positive values and attitude towards life, over the past few decades, there have been demands for curriculum reform in Hong Kong in order to provide learning environment which can encourage students to learn by themselves. Our educational demand is actually driven by the change of need in our society. In modern era, our society has realized that generic skills such as critical thinking ability and self-learning ability are the precious quality of a person. And learning motivation greatly affects one's self-learning ability. The higher learning motivation, the more likely one would self-learn (Habib, Baig & Mansuri, 2006). According to *the review of 9-year compulsory education* conducted by The Board of Education (1997), it remarks that "motivation is crucial to effective learning. Apart

from suiting the needs, levels and ability of pupils, the school and subject curricula should be designed in such a way that they will provide the necessary motivation to pupils to enhance their interest in learning.”; “the contents of all subject curricula should be made relevant, interesting and related to the daily life” (The Board of Education, 1997). Tan (2008) suggested that knowledge is required in terms of concepts being understood and identified from or applied to different contexts presented in examination questions. Knowledge is also involved in the taking of different perspectives. During the problem solving processes, critical thinking skills and relevant values are also required (Tan, 2008).

Since 2009, not only Chinese, English and Mathematics, Liberal Studies (LS) has also become one of the core subjects of New Senior Secondary curriculum (CDC & HKEAA, 2007). From the curriculum guide of Liberal Studies, we can see that there are numerous goals and objectives of this subject. Among all the objectives, there are two terms that frequently appear in the guide, which are “critical thinking” and “life-long learning” respectively. We can therefore notice that cultivating students’ critical thinking ability and promoting life-long learning are really important objectives for Liberal Studies.

As an issue-enquiry approach is adopted for learning and teaching Liberal Studies, it is expected that students can study the issues related to themselves, their society, their nation, the human world and the physical environment. Teachers are also advised to employ various learning and teaching strategies to help students acquire comprehensive understanding of the issues, master related facts, analyze the core of the questions, give balanced considerations to different views and make reasoned judgments, which means teachers actually need to employ different learning and

teaching resources so as to provide information for students studying perennial and contemporary issues. It is believed that different learning and teaching resources have their own pros and cons when used in LS lesson. For Liberal Studies, one of the most important functions of learning and teaching resources is to present various viewpoints towards an issue. Multiplicity of standpoints and perceptions is highly beneficial to the learning and teaching of Liberal Studies.

Among different kinds of learning and teaching resources, non-textual resources are frequently employed in both Liberal Studies lesson and its examination. In LS lesson, non-textual resources can be also employed to reveal different viewpoints and responses towards an issue in an interesting way (HKEAA, 2007). Among all kinds of non-textual resources, comics is also employed in LS lesson for helping students identify the values underlying different views and judgments on personal and social issues, and apply critical thinking skills.

1.2 Research Motivations

Base on the background mentioned above, the motivations of this research are as followings:

1. Successful experience of integrating comic in LS lesson

As Liberal Studies is a response to the community's needs, it does not only aim at providing academic excellence, but also connecting learning more closely to real-life experience. It is hoped that students can understand contemporary issues discussed in LS lesson which can actually affect their daily life at personal, community, national and global levels. When students realize this fact, they will start to reflect their own lives and be an informed and responsible citizen.

However, during researcher's teaching practices in past two years, when researcher tried to help students realize the issues in Hong Kong, students commonly had a perception that the content was difficult, abstract and irrelevant to their lives, so they did not really engage in the class activities. Later, researcher employed comics like political cartoon to help students to understand the content knowledge of LS lesson in a more interesting and simpler way. As a consequence, students' engagement of the lessons obviously improved and they were able to capture the main concept of the lesson. From this experience, researcher believes that comics can reduce the complexity of reading materials, deliver message clearly and help students understand controversies of issues easier. Therefore, the experience of teaching practice motivates researcher to conduct this research.

2. Essentiality of combining daily experience and content knowledge of lesson

In an increasingly globalized visual cultural context, comics has become one of the most powerful visual forms and popular art expressions emerging from everyday life (Lau, 2013). This particular type of visual cultural form is widely accepted by young adolescents (Lau, 2013). Besides, according to a survey conducted by Breakthrough (2010), 92.4% of teenagers used Facebook over the past three months. And 74.8% of teenagers admit that Facebook is their main platform for communication. The aims of using Facebook include updating the information they are cared of, killing time and chatting with friends. As researcher is also a Facebook user, it is observable that local comics posted onto Facebook are becoming increasingly popular catch thousands of teenagers' attention. Some of the comics related to local issues motivate users to analyze the issue effectively. From this observation, researcher believes that some students should have been exposure to this kind of comics in their daily lives.

Researcher believes that the outcome of teaching and learning can improve if teacher can employ material that students read in their daily lives to teach.

3. Popularity of comics among teenagers

Education Bureau's Survey on Reading Habit of Students in Hong Kong (2001) unveils that comic is the most popular type of book among secondary school students. Some of them even agree that comic is one of their main medium of entertainment. Those who do not read comic frequent also agree that comic is easy to comprehend. Considering the popularity of comic among students and its nature of readability, research want to investigate more about it instead of other kinds of learning and teaching material.

Therefore, based on the above motivations, this research tries to integrate comic into the teaching and learning of Senior Liberal Studies, and hopes to arouse students' interest and motivation of learning. Moreover, researcher hopes to enable students to learn key concepts of Liberal Studies through interesting comic. It is hoped that students can care more about contemporary issues about the society and the world, and become an informed and responsible citizen through comprehending comic.

1.3 Purposes of Research

Based on the research background and motivation, the purposes of this research and are listed as following:

1. Analyze students' difficulties in interpreting comics.
2. To explore the effectiveness of integrating comics in teaching and learning of Liberal Studies.
3. To identify the possible challenges of integrating comics in teaching and learning of Liberal Studies and the corresponding solutions.

1.4 Clarification of Terms

1. Comics

Comics are images that intend to convey information and/or to produce an aesthetic response in the viewer. Textual devices such as speech balloons, captions, and sound effects ("onomatopoeia") are commonly used in drawing comic for the purpose of indicating dialogue, narration, or other information.

Forms and formats of comics are shown as following:

Comics strips – is generally short, multi-panel comics that traditionally most commonly appeared in newspapers. In Hong Kong, newspapers usually put comics strips at columns. The content of comics strip is mainly about humor and sarcasm. Constrained by space of newspaper, comic strips normally occupy one single tier in colour.

Book-Length Comics – exist in different forms in different cultures. While comics from English speaking countries are not very common in Hong Kong, *tankōbon*, Japanese comics collected in volumes after publishing in comics periodicals, are frequently read.

Web Comics – flourish along with the development of social networking websites. The content of web comics usually associates with political, social and cultural issue. In Hong Kong, there are two kinds of web comics in terms of content. One kind of web comics mainly expresses local culture and lifestyle. Another kind of web comics mainly expresses the observation and opinion of local issues of the comic artist. They commonly use intriguing drawing and dialogue of several characters to present their sarcasm, criticism and suggestions of current issue. The presentation is not only a

representation of personal opinion towards social issues, but also an observation of public opinion by the comic artist. Unlike textual materials such as government documents and news report, this kind of web comic can provide readers another platform to analyze the issues.

2. Effectiveness in teaching and learning of Liberal Studies

Liberal Studies aims to broaden students' knowledge base and enhance their social awareness through the awareness through the study of a wide range of issues of Hong Kong, China and the globe (CDC & HKEAA, 2007). Besides, it also aims at help students to develop a range of skills for life-long learning, including critical thinking skills, creativity and communication skills. These skills enable students become independent thinkers and learners so that they can construct knowledge appropriate to the changing world and face up the challenges in the future.

Therefore, teaching and learning of Liberal Studies should be able to achieve the aims mentioned above.

Chapter 2

Literature Review

This chapter will firstly introduce the key concepts of constructivism in education and its relationship with Liberal Studies. Afterwards, definition of comics, function of integrating comics in Liberal Studies and limitation of integrating comics in Liberal Studies are also including in this chapter.

2.1 Key concepts of constructivism in education

From many educationists who agree with social constructivism of knowledge and Piaget and Vygotsky's researches about human cognition, the characteristics of learning in constructivism can be consolidated as follows (Gergen, 1985; Von Glaserfeld, 1989, 1995):

1. Knowledge Building

Learner is the center of knowledge building. Knowledge cannot be directed delivered to students as cargos. Therefore, learners must engage in the whole process of learning and reconstruct the knowledge by themselves through conceptualization. Conventional learning mode no longer exists.

2. Conflicting learning environment

Learning happens when there is cognitive conflict with learners' prior knowledge. Learning is not only an accumulation of new concepts but also a combination of existing concepts and new concepts.

3. In Experience

Knowledge construction should draw materials from learners' real life experience for learners to reflect own experience, which let the knowledge constructed follows

closely to learners' prior knowledge and real life situation.

4. Practical

Knowledge constructed should be able to be utilized in real life situation. When learners discover that the knowledge learnt associates with their daily living, they will have a higher learning motivation and engage in further enquiry.

5. Cooperative

Acquiring Knowledge is not an individual cognitive activity but an interactive outcome with certain objectives. Except for con-construction of knowledge, cooperative activity is also a platform for learners to cultivate communication skills.

2.2 Relationship of constructivism and Liberal Studies

The above concepts act as a theoretical basis for Hong Kong's education reform in 2009. In conventional mode of learning and teaching, teacher is the center of learning. But from the perspective of constructivism, the center of a classroom should shift to students from teacher. Implementation of Liberal Studies as one of the core subjects is a major change of secondary education in Hong Kong and also a symbolization of shifting the mode of learning and teaching in accordance with constructivism.

According to the curriculum guideline of Liberal Studies (CDC & HKEAA, 2007), Liberal Studies aims at broaden students' knowledge base and enhance their social awareness through issue-enquiry approach. This approach enables students to understand that the knowledge they learnt in lesson is also applicable to the real world to reflect their own living.

In Liberal Studies, the learning and teaching resources aim at providing a platform for

articulation of different values, views and opinion (CDC & HKEAA, 2007). Thus, learning and teaching resources can reflect multiplicity of standpoints and perceptions are highly beneficial to the learning and teaching of Liberal Studies (2007). From the sample paper, practice paper and the examination paper of Liberal Studies of HKDSEE in 2012 and 2013, we can see that comics is frequently used as a tool to reflect multiplicity of standpoints and perceptions for examining students' ability of analyzing different viewpoints.

2.3 Definition of Comics

Similar as defining literature and film, there is still no consensus on the definition of comics. Streicher (1969) points out that Caricature, as known as comics, can be regarded as a kind of free drawing aiming to express human's emotion, unveil human's weakness with sarcasm. But Kunzle (1973) defines comics from another way. He suggests that there are three conditions that a comic must fulfill. 1) There must be a sequence of separate images; 2) There must be a preponderance of image over text; 3) The medium in which the strip appears and for which it was originally intended must be reproductive, that is imprinted form, a mass medium; 4) The sequence must tell a story which both moral and topical. But with the existence of web comic, this definition of comic obviously becomes inappropriate. Compared with definition of comics proposed by western scholars, Feng (豐子愷) thinks that "comics emphasize on meaning. It is a kind of drawing with a little bit exaggeration for the use of symbolization, sarcasm, humor and record".

To conclude, comic is a form of art combined with drawing and words. The aim of it is to convey message in a relaxing manner. Meanwhile, it also has the function of satire and entertainment.

As Liberal Studies adopts issue-enquiry approach to teach, political cartoons are the most commonly used comics in teaching and learning. Further investigation of political cartoons is thereby conducted.

Definition of political cartoon

According to Nevins & Weitenkampf (1975), a good political cartoon must have three elements. 1) It is humor and wise. 2) It can show truth or partial truth. 3) It is ethical.

The meaning of “humor and wise” is that the cartoon should not use exaggeration to attract readers. The appearance of characters in political cartoon can be exaggerated but still be able to be distinguished at the first sight; if the cartoonist lacks enthusiasm in ethics, the cartoon can never last for eternity (Nevins & Weitenkampf, 1975). Xiao (2000a) mentioned that “editorial cartoons” is also called as political cartoons. In earlier years, it is mainly about political sarcasm. But with social-political development, many cartoonists also comment on other topics, including national defense, economy, diplomacy, social living and culture.”

Considering the above views, political cartoon is the expression of cartoonist’s observation of socio-political issues. They employ humorous and dramatic drawing style to present their sarcasm or suggestions towards issues, which can attract readers to ponder over the issues and entertain them simultaneously.

2.4 Function of integrating comics in Liberal Studies

Freire (2000) points out that conventional teaching approach is banking education which eliminates students’ creativity and stultifies students’ critical thinking ability. Studies conducted by Stake & Easley (1978), Harms & Yager (1981) and Weiss (1987) show that when most teachers adopt conventional lecturing style of teaching, the

learning performance of students indicate a failure in linking up different concepts and facts, and lacking critical thinking ability and problem solving ability.

In view of the conclusion drawn from these studies, this research aims at integrating comics into teaching and learning in Liberal Studies, so as to provide students a platform to think critically toward issues discussed in lesson, instead of just transmitting knowledge to students.

The objectives of integrating comics in this research are based on the objectives of Liberal Studies. The following will introduce how usage of comics can achieve the objectives of Liberal Studies.

1. To enhance students' understanding of themselves, their society, their nation, the human world and the physical environment

The design of the curriculum and assessment framework for Liberal Studies is in line with contemporary views of knowledge and of how people learn (CDC, 2007). An issue-enquiry approach is adopted in teaching and learning of Liberal Studies. As recommendation by curriculum guide, contemporary issues, media resources are important sources of information apart from teachers' handouts and other learning and teaching materials. Comics could be a choice to help students understand themselves, the society, their nation, the human world and the environment.

In order to help student understand themselves, their society, their nation and the world, motivating students to learn and creating a positive learning atmosphere are primary missions for teacher in a lesson. Heitzmann (1998) mentioned that political

cartoon could be used to motivate students' learning interest. They are also an excellent source of current affair and news about government and politics. Bloom (1979) discovered that using cartoons and comic strips to teach was not only highly effective but also quite entertaining to her students. Therefore, researcher thinks using comics and cartoon can motivate students to learn and help them construct knowledge in Liberal Studies.

For example, Choi (2012) chooses a well-known book-length comic, "One Piece" as the target of analysis. He points out that although presented the ideas with exaggerated plot and drawing, "One Piece" implies some serious issues, including fear of authority and power, insistence of humanity and ideal, concept of justice. Compared with conventional learning and teaching approach, comics and animation can appropriately catch the attention of students who lack knowledge in humanities (Choi, 2012). Comics can help students to ponder over these serious issues. Imagery and story in comics can guide students to ponder over serious issues that they seldom think of. When adjusting from the conventional learning approach, animation and comics can have a place worthy of our attention (Choi, 2012).

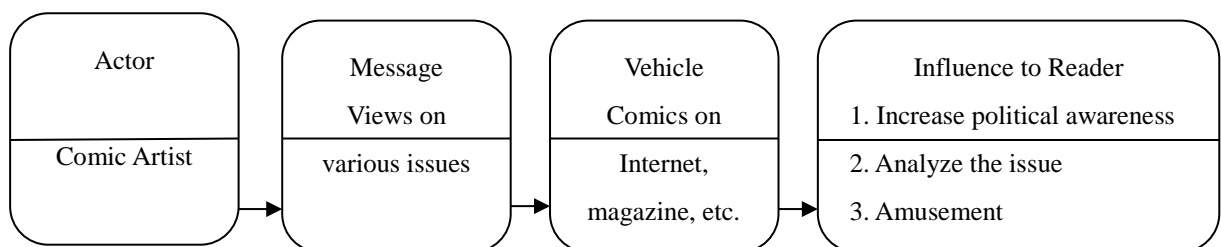
Except for Japanese comic like "One Piece", when teaching sociology, American comic like "The Simpsons" has been advocated as a pedagogical resource for realizing the sociological imagination in everyday life and encouraging critical thinking (Scanlan & Feinberg, 2000) and for use as a critical pedagogy in relation to democracy, political apathy and political literacy (Armstrong, 2005a).

Except for the implication of book-length comics, political cartoon can also be an effective tool to strengthen students' understanding of the society, the nation and the

world. Liberal Studies involves key concepts and professional terms in different modules, which can be too theoretical and abstract to students without adequate prior knowledge and living experience. With appropriate assistance of teacher, integrating political cartoon in learning and teaching can turn “tedious lecture” into “interest learning”, visualize abstract concepts, simplify difficult terms and facilitate students to accomplish learning missions (Tong, 2010). De Fren (1988) also pointed out using political cartoon can help student understand concepts about current economic, social and political issues.

Based on the above, researcher believes that comics is a vehicle for socio-political communication as illustrated by the figure below.

Figure 1



Source: Created by researcher

2. To cultivate students' generic skills

According to curriculum guide of Liberal Studies (2007), generic skills are “skills, abilities and attributes which are fundamental in helping students to acquire, construct and apply knowledge. They are developed through the learning and teaching that take place in different subjects or key learning areas, and are transferable to different

learning situations. Nine types of generic skills are identified in the Hong Kong school curriculum, i.e. collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem solving skills, self-management skills and study skills.”

Comics, especially political cartoon, can play an effective role in enhancing the classroom experience and foster the development of critical thinking skills in history, journalism and other humanities classes. This medium can and should be used in teaching theoretical and conceptual debates in geopolitical issues (Hammett & Mather, 2011).

Dougherty (2002) also agreed that political cartoons have provided a visual means by which cartoonist could express their opinions. Political cartoon have been used to engage or persuade readers in a discussion about an important event, issue, or individual. Therefore, political cartoons are an excellent learning and teaching material to build students’ critical thinking skills, to generate lively classroom discussions.

From above, researcher believes that integrating comics in learning and teaching can help students develop generic skills, including communication skills, collaborative skills, critical thinking skills and problem-solving skills.

3. To assist students to understand the content of lesson

Yasushi Michita (1998) conducted a research and asked 132 university students whether they support or oppose the use of comics in class, and found that 83% of them strongly support it. The reasons why they support it can mainly be categorized

into the following four types: (1) funny [7.3%] (2) interesting and attract attention [20.9%] (3) easy to understand [60.9%] (4) effective after class [5.5%]. We can see that helping students understand the content of lesson is of the key functions of comics for learning.

Liu (2004) also conducted an experiment to investigate whether comics can improve learners' reading comprehension. In the experiment, low-level students receiving high-level text with the comic strip scored significantly higher than their counterparts receiving the high-level text only. However, providing a comic strip with the high-level text did not enhance the high-level students' recall. This experiment shows that comics can be assist students, especially those with lower-level, to understand difficult textual materials.

2.5 Limitation of integrating comics in Liberal Studies

1. Teachers have insufficient knowledge in comics

Law & Poon (2010) point out that even though using comics to teach is feasible, difficult to gain acceptance from society. Most schools in Hong Kong, especially those found in religious groups, hold negative attitude towards pop culture. Therefore, teachers do not really consider integrating pop culture in learning and teaching. This situation creates the result that most teachers, including experienced teachers and younger teachers, are unfamiliar with comics. Most of them believe the only advantage of using comics in teaching is enhancing classroom atmosphere. When teachers are not familiar with comics, it is difficult for them to integrate comics in teaching and learning effectively.

2. Incomprehensible for students

Xiao (2000a) points out the following challenges for readers to read political cartoon.

Insufficient prior knowledge

Although political cartoon is expressed in a simple approach, as long as reader has insufficient prior knowledge toward the issues that cartoonist want to comment on, they may not be able to accurately comprehend the main idea of the political cartoon.

Insufficient clue provided by the comics

Constrained by the nature of political cartoon, cartoonists have to present their idea with simple drawing, so that the political concept demonstrated in the cartoon is condensed. Therefore, if the cartoon cannot provide sufficient clue to reader, reader will face certain difficulties during reading. For example, when reader cannot distinguish the actual identity of the character in the cartoon, if the cartoonist does not provide words as a clue for reader to comprehend, reader may have difficulty in decoding the cartoon.

Therefore, political cartoon used in Liberal Studies may not be understandable for every student. They must equip with some prior knowledge before reading the cartoon, which highly depends on teacher's quality of teaching.

3. Negative Attitudes toward Comics

Comics are often viewed as popular entertainment but a dangerous influence on youth. In western world, such attitude was more prevalent in the early 1950s when comics were at their most popular.

Wertham (1954) criticized on comics that “reading troubles in children are on the increase. An important cause of this increase is the comic book. A very large proportion of children who cannot read well habitually read comic books. They are not really readers, but gaze mostly at the pictures, picking up a word here and there. Among the worst readers is a very high percentage of comic-book addicts who spend very much time ‘reading’ comic books. They are book-worms without books” Base on his thinking, when students read comics, they do not really engage in the process of reading to learn, but just simply looking at the pictures, avoid making meaning and engaging with the written word.

Also, according to the study conducted by Zorbaugh (1949), adults mainly raise two types of criticism of comics as reading for children, 1) Criticisms implying comics are dangerous to child’s character and mental health (too much murder, crime; horror; unrealistic, fantastic, sensational, give wrong, bad ideas; following their examples gets children into trouble; too exciting, very stimulating; bad for morals and ideals; etc). 2) Criticism implying comics are undesirable influence on the child’s cultural development (cheap, trashy, waste of time; poor English and art; keep the child from studying, from reading better things; etc).

The study also shows that criticism is largely directed at adventure comics. Its basis is preponderantly apprehension over their imputed danger to character and mental health, much less but appreciably over their undesirable influence on cultural development.

In Hong Kong, society also holds a similar perception about comics as reading for children. It is undeniable that the quite a number of comics in 1970s are about fighting and gangster (Law & Poon, 2010). Afterwards, people have a negative attitude toward

comics and even think comics poison children's minds (Law & Poon, 2010). They reckon that comics is just picture book. It is evil, and full of foul language and thought of violence (Law & Poon, 2010). Under the pressure from society, comics is hardly be accepted by schools for educational tool in teaching and learning.

Not only criticism for society, a majority of education workers and parents believe that using comics for teaching and learning will distract students and the improper language in comics violate objectives of teaching and learning (Gee, 2004). In 2005, a survey interviews 3500 teachers, parents and social workers. It unveils that comics is the second major medium of spreading bad messages to students (Law & Poon, 2010). From this survey, we can notice that education sector in Hong Kong holds a deep-rooted negative perception to comics. Asking teachers to widely integrate comics into teaching and learning in Liberal Studies would be quite a challenge.

2.6 Significance of research

There are a lot of studies showing that integrating comics in learning and teaching is feasible and effective to students' learning. Researches also show that usage of comics in lesson can develop students' generic skills. However, local studies about relationship between comics and Liberal Studies are very limited.

Moreover, the education sector in Hong Kong has a conservative attitude toward using comics in teaching. Moreover, despite that using comics is effective for learning and teaching in foreign countries' classroom, it may not be applicable in Hong Kong. Therefore, more research should be done about whether integrating comics in learning and teaching of Liberal Studies class can help student achieve the objective of this subject. As a result, this research aims at investigating whether the result in Hong Kong classroom matches with the result of foreign studies mentioned above.

Chapter 3

Methodology

There are seven sections in this part. The first part is introduction of research questions. The second part is about the procedure of implementation. The third part is researcher's role. The fourth part is introduction of the participants in the research. The fifth part is data analysis.

3.1 Research Questions

1. Situation of interpretation of comics

1.1 To what extent can students interpret comics' wording and symbolic meanings?

2 The effectiveness of integrating comics in teaching and learning of Liberal Studies

2.1 To what extent can comics help students learn the content of issues discussed in Liberal Studies lesson and the relevant concepts?

2.2 To what extent can comics enhance students' learning motivation?

2.3 To what extent can comics facilitate students' development of critical thinking ability?

2.4 Is there any relationship between students' academic performance and their attitude towards integrating comics in Liberal Studies?

3 The difficulties of integrating comics in teaching and learning of Liberal Studies

3.1 What are the potential challenges in integrating comics in teaching and learning of Liberal Studies for Liberal Studies teachers?

3.2 Research design

This research aims at examining the effectiveness of integrating comics in Liberal Studies lesson by responding the research questions mentioned above. As both research methodologies have their own strengths and weaknesses, both qualitative and quantitative approaches were utilized in research study in order to form. It is hoped that using mixed methodologies can offset their own respective weaknesses and help researcher to obtain a more accurate answer for the research questions.

The following will introduce the research site and the methods used for data collection.

3.3 Methods for data collection

In this research, questionnaire, focus group interview and worksheet analysis are the three main methods for data collection.

A verbal notification and a consent letter regarding the collection and analysis of the data, possible uses of the data were given to them prior to the completion of each data collection method.

1. Questionnaire

In this research, a research questionnaire was designed and distributed to students (see Appendix A). The reasons of designing questionnaire are that it is the most widely used research type in educational research, and compared with methods like interview; it can collect opinions from more students. Altogether 75 questionnaires were distributed to students in secondary 4.

The questions in the questionnaire can be divided into two parts. The first part is to

investigate whether students think using comics in Liberal Studies lesson is effective for learning. The second part is to understand students' difficulties in interpreting comics and how the difficulties can be resolved.

The characteristic of research questionnaire contains both qualitative and quantitative research approaches. Quantitative approach can be defined as research relying primarily on the collection of quantitative data (i.e. numerical data) instead of words (Wiersma, 1995). In this questionnaire, Likert 5-point scale is adopted for the design of the questionnaire, which means students are asked to respond to those questions by choosing number 1 to 5, 1= strongly, disagree, 2= disagree... 5= strongly agree. Gay & Airasian (2000) points out that qualitative approach can help researcher "describe current condition, investigate relationships and study cause-effect phenomena".

Meanwhile, qualitative approach, defined as an approach relying primarily on the collection of qualitative data (i.e. non-numeraical data) is also adopted in the questionnaire (Gay & Airasian, 2000). In the questionnaire, there is an open-ended question for students to write down other comment toward integrating comics in Liberal Studies lesson. The reason of designing this question is because there is only one focus group interview in this research; researcher wants to listen to more students' opinion to ensure validity and reliability of this research. 52 participants out of 75 are willing to write to ask their comments about comics used in Liberal Studies. As some participants have more than one comment, the total number of comment is not 52. But still, the comments can be categorized as the table of frequency coding as Appendix B shows.

2. Focus Group Interview

In order to gather more relevant data from the participants and help researcher develop a deeper insight, two focus group interviews was adopted. According to Beck, Trombetta & Share (1986), the major difference between other qualitative interviews and focus group interview is group discussion. The objective of focus group interview is “to create a candid, normal conversation that addresses, in depth, the selected topic (Vaughn, Schumm, & Sinagub, 1996)”. In a focus group interview, participants build off other thoughts and ideas and the responses become correspondingly much more complex. This interview approach also provides opportunities for participants to respond to questions that were not asked and to expand upon their responses, options that are not available in questionnaire.

After collecting and analyzing data from questionnaire, two focus group interviews were conducted. The duration for both interviews was around 15 minutes. The first interview is an interview for students. In this interview, all the four participants are secondary 4 students. The questions in this interview intend to guide them to reflect on experience of reading comics in Liberal Studies lesson and effectiveness of integrating comics in Liberal Studies.

A focus group interview with two teachers was also conducted after analyzing findings of questionnaire and interview with students. The questions in this interview aim at collecting information about 1) their usage of comics in Liberal Studies lesson; 2) how teachers think about the effectiveness of integrating comics in Liberal Studies lesson; 3) what the challenges for teachers are when integrating comics in Liberal Studies lesson; 4) how they deal with the challenges. This interview is also to examine whether there is any different views or discrepancy between teacher and students. With students and teachers’ consent, both focus group interviews were

audiotape and transcribed (see Appendix B and C). The significant portions were translated in to English for further analysis. As the medium of communication for both interviews was Chinese, it is expected that the translation cannot perfectly reflect the meaning of original text.

3. Worksheet analysis

Except for collecting views and opinion from students and teachers, researcher believe that analyzing students' worksheet can provide more information on whether students have the ability to comprehend the comics used in lesson and to link up the concept learnt in lesson and the message of the comics. During research period, two sets of relevant worksheet distributed to participants. And the following passages will describe the curriculum design and the relevant worksheets.

Because of school's requirement, Theme 3: Identity in Module 2: Hong Kong Today was the main theme to be covered. And Hong Kong- Mainland Conflict was picked as the issue of the lesson to be discussed. The worksheet used in the lesson therefore was also about Hong Kong – Mainland Conflict (see Appendix E). Before completing the worksheet, researcher had spent a double lesson which lasted for 70 minutes to discuss with students about the advantages and disadvantages of “Individual Visit Scheme” and how it affects our sense of identity as a Chinese. Before the end of the lesson, researcher had also briefly introduced the theme of the comic in the worksheet.

But for the worksheet in Appendix F, researcher only spent around 20 minutes to talk about the issue discussed in that worksheet, and researcher did not provide any guidance on how to interpret the comics.

3.4 Background of participants

This research collects all data from one local secondary school, HKMA David Li Kwok Po College, with a focus on secondary 4 students. Students in this school are mixed with Chinese and non-Chinese. For non-Chinese, it includes Japanese, Korean and Southeast Asian.

Questionnaires are distributed to 3 classes. 2 are Chinese classes (45 students in total) and 1 is non-Chinese classes (30 students). According to other teachers' comment, the academic performance of non-Chinese classes is better than Chinese classes. In this research, there are some comparative analyses. The two Chinese classes are regarded as lower-achieved class and the non-Chinese class is regarded as higher-achieved class.

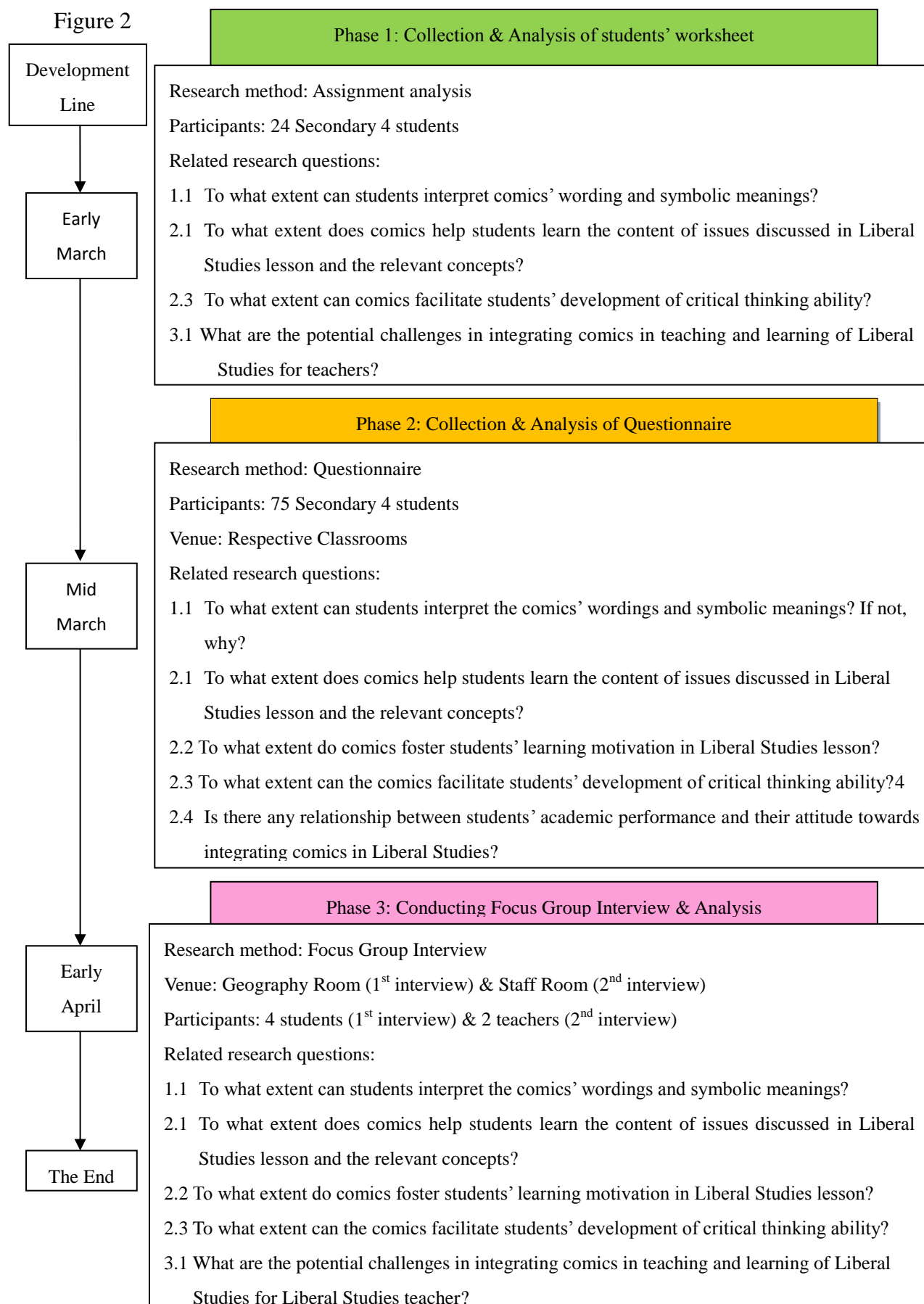
For focus group interview of students, all the 4 participants are students from the 2 Chinese classes respectively (2 students from one Chinese class & 2 students from another Chinese class).

For focus group interview of teachers, all three participants have at least 5 year experience of teaching Liberal Studies, and have experience of integrating comics in Liberal Studies lesson.

3.5 Data collection procedures

The follow figure demonstrates the procedure of data collection.

Figure 2



3.6 Data analysis

Data analysis is a process of generating findings and insights from data collected, which requires ‘consolidation, reducing and interpreting what people have said (Merriam, 1998). Worksheet, questionnaire and transcript of interview are the materials used for the analysis.

The data collected from questionnaire were analyzed via SPSS statistical program in order to provide the descriptive statistics of means, frequencies and percentages. Since the design of the questionnaire adopts Likert 5-level scale, i.e. “1= strongly disagree; 2= disagree; 3=neutral; 4=agree; 5= strongly agree”, tables are used for demonstrating result of questionnaire. Each question is a statement for participants to judge whether he or she feels positive or negative on it. “Strongly agree” and “agree” are regarded as positive responses and “strongly disagree” and ‘disagree’ were considered as negative responses. Neutral is also set for participants to choose when they really have no preference about the statement. The Cronbach alpha value of the questionnaire designed by the researcher was 0.88, which means the internal consistency is good (George, 2003). The data collected for the open-ended question mentioned before will also be present in a table for comparative analysis.

To investigate the relationship between students’ academic performance in Liberal Studies and their attitude towards integrating comics in Liberal Studies, a correlation analysis is also conducted by using students’ total score in Liberal Studies in first semester and their answers in questionnaire.

As mentioned before, questionnaire alone cannot represent participants’ opinions comprehensively. Therefore, analyzed finding of focus group interviews and worksheet will also be utilized for a more complete analysis.

Chapter 4

Research Result

This chapter will report and discuss the finding from data collected. The first section will analyze the situation of interpreting comics. The second section will analyze whether comics can help students understand the issues discussed in lesson and the relevant concepts. The third section illustrates the effectiveness of comics in terms enhancing students' learning motivation. The fourth section shows whether comics' ability in strengthen students' critical thinking ability. The fifth section analyzes the correlation between students' performance in written test in Liberal Studies and their attitudes towards integrating comics in Liberal Studies. The last section illustrates what challenges teacher face when integrating comics in Liberal Studies lesson.

4.1 Situation of interpreting comics

As aligned with the research question 1.1 - "To what extent can students interpret comics' wording and symbolic meanings?" this section aims at analyzing whether students are able to interpret wording and symbolic meaning of comics with the aid of data from questionnaire and interview.

Questionnaire

Table 1 Students' situation of interpreting comics used in Liberal Studies

	SA+A	N	D+SD	Mean	SD
1. It is difficult to understand the main themes of the comics used in Liberal Studies	30.67%	22.67%	46.67%	2.83	1.27
2. It is difficult to understand the implication of the words in comics used in Liberal Studies.	32%	24%	44%	2.8	1.13
3. It is difficult to understand the implication of the illustration in comics used in Liberal Studies.	37.33%	17.33%	45.33%	2.85	11.3
4. Comparing with interpreting comics, it is more difficult to clearly write down my interpretation of the comics.	31%	33%	36%	3.13	1.14

From table 1 shows, participants had diverse feeling towards the situation of interpreting comics. More than 46% of participants strongly agree/ agree that it is difficult to understand the main themes of the comics used in Liberal Studies lesson. However, there also more than 30% of participants oppose their views.

The situation is similar for another two questions. In the aspect of understanding words and symbolic meaning of comics used in Liberal Studies, although the number of participants who think it is not difficult to interpret the message of comics are more than those who hold opposite views, there are still over 30% of participants disagree with it. Moreover, the most frequent comment in the open-ended question of the questionnaire is “comics is difficult to understand” (See Appendix B). The above findings reveal that interpreting the message of comics is quite a challenging task for a certain proportion of students.

Moreover, students also face difficulty in writing down their interpretation of the comics. Around 31% of students agree/ strongly agree that writing down their interpretation of the comics is even more difficult than interpreting the comics. It

shows that except for interpreting message of comics can be a challenge to students, writing down their analysis clearly is another challenge to students.

But interestingly, while comparing the figures of the lower-achieved classes and the higher-achieved class, the divergence between these two groups is significant. It is noticeable that the lower-achieved classes face more difficulties in interpreting comics and even writing down their interpretation. While over 40% of participants from lower-achieved classes agree that they have difficulties in analyzing comics, only around 20% or fewer participants from higher-achieved class hold the same opinion. And higher percentage of participants from lower-achieved classes are neutral to the questions, which means they hold an ambiguous attitudes towards whether they can interpret comics in Liberal Studies.

Table2 - Comparison of higher-achieved students and lower-achieved students' situation of interpreting comics in Liberal Studies

(Upper figures are data from the two lower-achieved classes; lower figures are data from the higher-achieved class)

	SA+A	N	D+SD	Mean	SD
1. It is difficult to understand the main themes of the comics used in Liberal Studies	40%	28.99%	31.11%	3.2	1.19
	16.67%	13.33%	70%	2.26	1.17
2. It is difficult to understand the implication of the words in comics used in Liberal Studies.	42.22%	31.11%	26.67%	3.1	1.04
	16.67%	13.33%	70%	2.3	1.12
3. It is difficult to understand the implication of the illustration in comics used in Liberal Studies.	46.67%	22.22%	31.11%	3.2	2.3
	23.33%	10%	66.67%	1.1	1.1
4. Comparing with interpreting comics, it is more difficult to clearly write down my interpretation of the comics.	42.22%	44.44%	13.33%	3.46	1.07
	26.67%	16.67%	56.67%	2.63	1.06

Interview

In order to further investigate the possible reason why students would feel that they had difficulty in interpreting message of comics, during interview with students, researcher asked participants that whether they think it is quite difficult to understand to comics. S1 replied that:

“Yes. But actually it depends on how much I understand about that, whether I know what is happening about that issue.”

In focus group interview with teachers, T2 also mentioned that (Refer to Appendix C Line 13):

“I think comics can be one of the ways to learn. In fact, Liberal Studies is a very greedy subject. It wants students learn how to interpret statistics, how to interpret comics, how to interpret articles and analyze different viewpoints. According to my understanding, interpreting comics is a professional skill in history. History also uses a lot of comics, but they read a lot of relevant information before analyzing the comics. Then, students feel easier to understand the comics.”

From the above dialogues, researcher believes that lacking background knowledge about the issue discussed in the comics is the main reason why students feel difficult to interpret the message of comics.

Worksheet analysis

Indeed, from the worksheet completed by participant (see Appendix E), researcher finds that teachers' explanation is really important for students' understanding of the

comics used in Liberal Studies lesson. After discussing the issue of “Individual Visit Scheme” in the lesson and briefly introducing what the comics was about, students were able to interpret the message of the comics in a satisfactory manner. However, when students are required to interpret comics of an issue that they are unfamiliar with, their interpretation is far from satisfaction (see Appendix F). This phenomenon also confirms that lacking background knowledge would make students feel difficult to interpret the message of comics.

4.2 The effectiveness of helping students learn the content of issues and relevant concepts

To respond to research question 2.1 – “To what extent can comics help students learn the content of issues discussed in Liberal Studies lesson and the relevant concepts?” result from questionnaire and interviews are employed.

Questionnaire

Figures from table 2 reflect an interesting phenomenon. Although over 65% of participants thought that comics used in Liberal Studies lesson can help them to understand the controversies of different issues, deepen their understanding on the issues discussed and grasp the key concepts in lesson, whereas only less than 20% of participants thought comics is useless to help their learning in Liberal Studies. It means students generally agree that comics can better their understanding of the issues discussed in Liberal Studies lesson, for example, identifying the controversies of different issues.

Table 2 Effectiveness of helping students understand the content in LS lesson

	SA+A	N	D+SD	Mean	SD
1. Comics used in Liberal Studies lesson can deepen my understanding on the issues discussed.	65.33%	16%	18.67%	3.61	1.03
2. Comics used in Liberal Studies lesson can help me to understand the key concepts of Liberal Studies lesson.	65.33%	16%	18.67%	3.58	1.01
3. Comics used in Liberal Studies lesson can help me to understand the controversies of different issues easier.	65.33%	17.33%	17.33%	3.62	1.02
4. Compared with watching video, reading comics is a more efficient way to learn the content in Liberal Studies lesson.	25.33%	25.33%	49.33%	2.73	1.0
5. Compared with reading textual material, reading comics is a more efficient way to learn the content in Liberal Studies lesson.	29.33%	10.67%	60%	2.61	1.18

However, when comparing with other common learning and teaching material Liberal Studies, participants deem that comics is an less efficient tool to learn the content knowledge in Liberal Studies. 60% of students thought that textual material is more efficient to learn the content knowledge in Liberal Studies and about 50% of participants (49.33%) thought that video is superior to comics in terms of helping them to learn the content knowledge in Liberal Studies. Among the three kinds of tools, less than 30% of participants believe that comics is the most efficient educational tool for them to learn the content in Liberal Studies. It represents that despite that comics can help them to understand the content in Liberal Studies, the effectiveness of it is less significant than video and textual material.

Interview

The interviewee explained the reason why they think textual material and video are more effective educational tools for them to understand the content in Liberal Studies as the dialogue shown (Refer to Appendix C Line 34 to 41 for original text).

Researcher	I would like to ask whether the comics I gave you to read can let you understand the issues more. And do you think they are interesting?
S4	Interesting
S3	Interesting and more visualized.
S4	Understand more, but comics is still not specific enough. Less detailed than textual material.
S2	Yes. Comics is too brief and implicational.
Researcher	You mean the message from comics can only give you a superficial understanding but the detail of the issues is still vague , isn't it?
S3	Yes. Just like the comics you shown us about rent increase. It only covers one reason but does not mention other reasons.
S1	Yes. Those comics can only offer limited information. Most often, an additional textual material is needed for further clarification and understanding.

And in the interview with teachers, T1 explains that (Refer to Appendix C Line 20 for original text):

“Using comics as main learning and teaching material cannot teach for a double lesson. But video can. Video such as Hong Kong Connection, Tuesday report can explain the issues in depth. For example, they can provide detail of compulsory health insurance. Students can therefore understand the issue more comprehensively. Just like what Mr. Lau has mentioned, video, articles and even statistics are more effective tools to help students understand the issues.”

Base on the result from questionnaire and participants' sharing in interview, comics can provide some content knowledge to students to a certain extent, but other educational tools, including video and textual material, can provide more information for students to understand the issues and relevant controversies.

4.3 Effectiveness of enhancing students' learning motivation

This section aims at responding research question 2.2 "To what extent can comics enhance students' learning motivation?"

Table 3 Effectiveness of enhancing students' learning motivation

	SA+A	N	D+SD	Mean	SD
1. Generally, the comics used in Liberal Studies lesson can arouse my interest in exploring the issues.	69.33%	17.33%	13.33%	3.75	0.96
2. Compared with watching video, reading comics is a more interesting way to learn the content in Liberal Studies lesson.	52%	17.33%	30.67%	2.73	1.00
3. Compared with reading textual material, reading comics is a more interesting way to learn the content in Liberal Studies lesson.	69.33%	16%	14.67%	3.85	1.06

Figures from table 3 show that comics can effectively enhance students' learning motivation in exploring issues in Liberal Studies. About 70% (69.33%) of participants strongly agree/agree that comics can arouse their interest in exploring issues, while only less than 14% of participants oppose with it.

While compared with watching video and reading textual material, participants still think that reading comics is the most interesting way to learn the content in Liberal Studies. Less than 15% (14.67%) of participants think that reading textual material is more interesting than reading comics. But compared with video, the percentage of participants who agree that comics is more interesting than video decline to 52%.

Interview

The result from interviews with students matches with the result of questionnaire. When researcher asked students whether they think the comics used in Liberal Studies are interesting. Students - S4 and S3 agree that they are interesting and more visualized. However, teachers have a more negative opinion on the effectiveness of enhancing students' motivation. T2 mentioned that:

“Comics can arouse students’ interest and enhance learning atmosphere only if students are familiar with it. If you really give them a political cartoon that they do not understand, they will not pay attention to it.”

To conclude, comics can arouse their interest of learning Liberal Studies to a certain extent but the selection of comics has to be cautious.

4.4 Effectiveness of facilitating students' development of critical thinking

This section aims at responding research question 2.3 “To what extent can comics facilitate students' development of critical thinking ability?”

Table4 Effectiveness of facilitating students' development of critical thinking ability

	SA+A	N	D+SD	Mean	SD
1. Comics used in Liberal Studies lesson can enable me to analyze an issue from more perspectives.	54.67%	24%	21.33%	3.4	0.99
2. Comics used in Liberal Studies lesson can develop my critical thinking skills	58.67%	24%	17.33%	3.52	1.03
3. Comics used in Liberal Studies lesson can enable me to have a more independent thinking on different issues.	56%	25.33%	18.67%	3.46	1.03

According to Hui (2006), developing multi-perspective thinking skill is an effective method to cultivate students' critical thinking ability as critical thinking mindset cannot exist without knowledge base and constructive criticism. While comparing different stakeholders' viewpoints, students can develop an ability of analyzing complicated questions which is crucial for critical thinking.

As Table 3 shows, about half of the participants (54.67%) strongly agree/agree that comics used in Liberal Studies provide opportunity for them to analyze issues in multi-perspectives. As the relationship of multi-perspective thinking, critical thinking and independent thinking are close, similar number of participants thinks that comics can develop their critical thinking ability (56.67%) and independent thinking (56%);

however, over 40% of students are unsure or repudiate about comics' effectiveness in facilitating their critical thinking ability. In other words, participants may have a strong belief that comics can help them to develop critical thinking ability or its effectiveness is not significant.

Interview

The interview findings corroborate the questionnaire result that comics can cultivate their thinking ability, yet some constraints limit its effectiveness. As mentioned by the interviewee- S3, he pointed out that:

“Comics can inspire us to think and understand the viewpoints of different stakeholders, but I have to understand what the issue is mainly about before understanding what comics wants to convey.”

Dialogue with teachers also echo S3's saying and provides more clues to the reason why comics cannot effectively enhance students' critical thinking ability. T2 said:

“It is difficult to use comics to develop students' critical thinking ability. To analyze a comics, except for a small proportion of students who can instantly generate a lot of ideas from a comics, most weaker students may interpret the comics wrongly...Even the comics are very attractive and inspirational; the students do not really pay attention to it.”

Besides, although T2 did not mention, he also agreed with researcher that:

“Comics may not facilitate students' critical thinking because the pre-requisite of analyzing an issue critically is having knowledge about the issue. When students own

more knowledge about the issues, it is easier for them to analyze the issues critically”

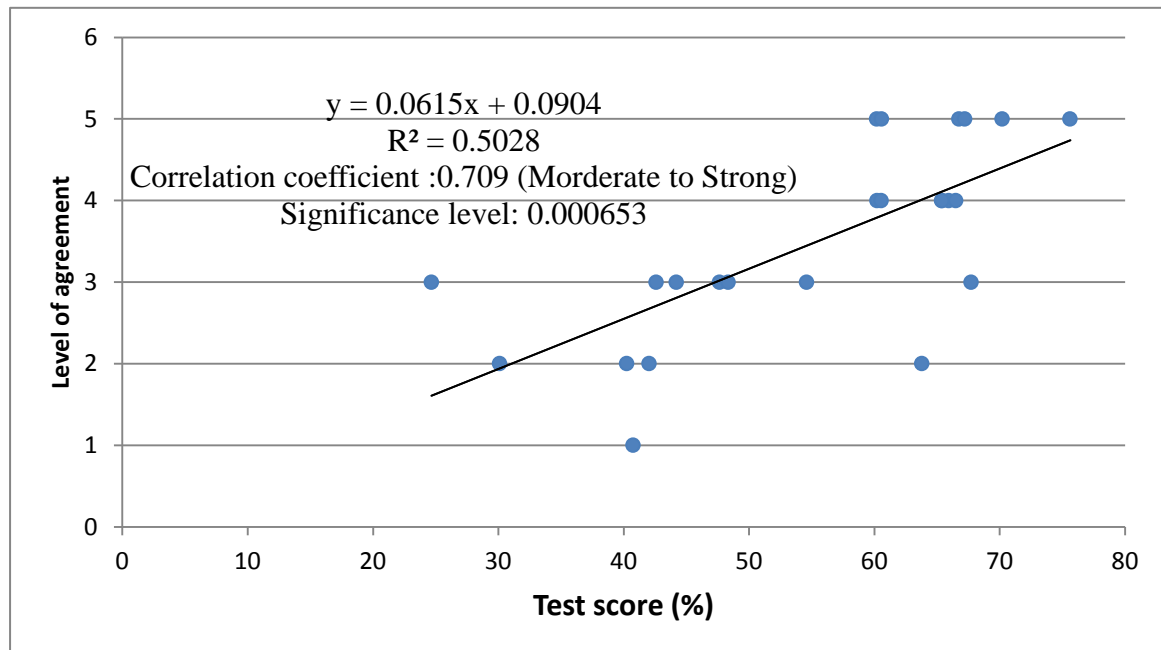
The above findings show that the comics’ effectiveness of facilitating students’ critical thinking ability is limited. Even it can guide students to think in more perspectives. Its limitation is due to students’ inadequate understanding toward the issues of the comics. When students have insufficient knowledge, they can hardly think about the issues critically. Fisher & Scriven (1997) define critical thinking as “Skilled, active, interpretation and evaluation of observations, communications, information and argumentation.” Without adequate information and observation, skillful, active interpretation and evaluation hardly exist.

4.5 Correlation analysis of students’ test score and students’ attitude towards integrating comics in Liberal Studies

In view of above analysis, it seems that comics is a more effective educational tool for higher-achieved students, vice versa. To further confirm this hypothesis, a short analysis on the effectiveness of using comics in Liberal Studies and test scores is made in this section. In this correlation analysis, researcher assumed that students with higher test score are higher-achieved and equip with better generic skills. Two correlation analyses were conducted in order to increase the reliability. The first correlation analysis compared the level of agreement on “Comics used in Liberal Studies lesson can develop my critical thinking skills” and the test scores. The second correlation analysis compared the level of agreement on “Comics used in Liberal Studies lesson can help me to revise because they let me have a stronger and more durable impression” and the test scores. However, constrained by insufficient of data, only the test scores of one class could be employed in this section. And the data of test

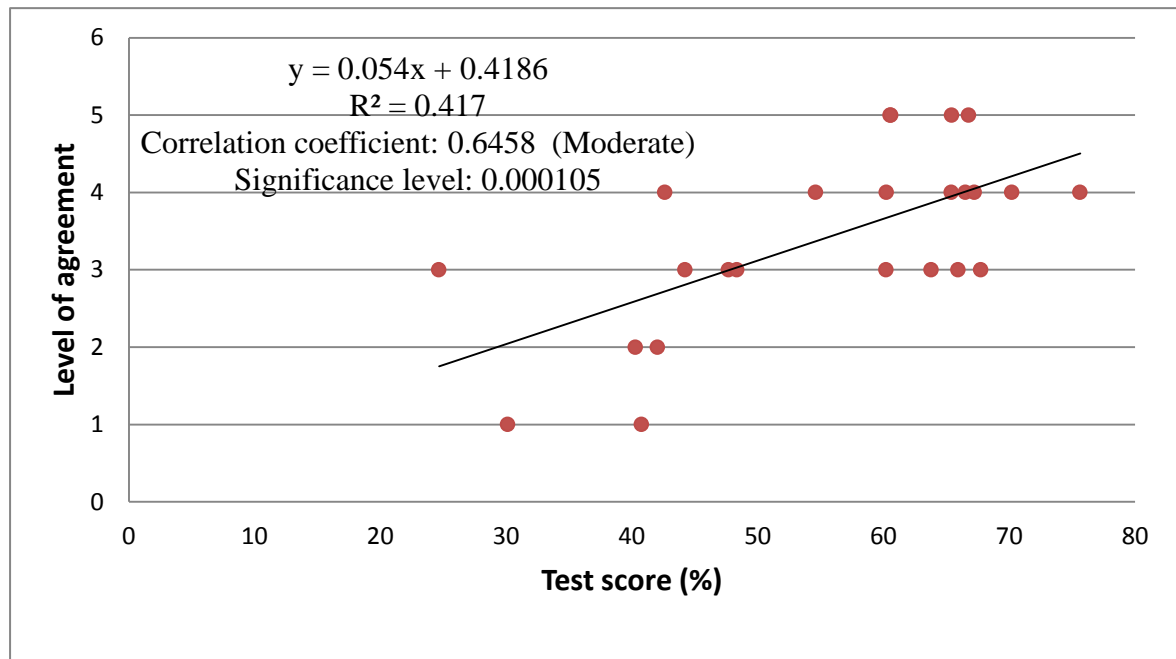
score was students' total weighted score of first term in Liberal Studies. This data may result in an imperfect analysis, as students' performance may change within the past few months.

Figure 3: Relationship between students' level of agreement on "Comics used in Liberal Studies lesson can develop my critical thinking skills" and test scores



As you can tell from the positive slope of the line of best fit (see Figure 3), there is a positive correlation between the level of agreement of "Comics used in Liberal Studies lesson can develop my critical thinking skills" and students' test scores, suggesting that students who perform better in Liberal Studies tend to agree comics can develop their critical thinking skills. As for significance of the data, the significance level is below 0.05, which means there is less than 5% chance that this trend happen by chance, representing the high reliability of the result

Figure 4: Relationship between students' level of agreement on "Comics used in Liberal Studies lesson can help me to revise because they let me have a stronger and more durable impression" and test scores



To reconfirm the finding of the correlation between effectiveness of using comics in Liberal Studies and students' performance, a correlation analysis for another question was conducted. As there is also a positive slope of the line of best fit (see Figure 4), there is a positive correlation between students' agreement on "Comics used in Liberal Studies lesson can help me to revise because they let me have a stronger and more durable impression" and test scores, representing that students with better scores tend to agree that comics are useful for their revision. As for significance of the data, the significance level is still below 0.05, which means the result is highly reliable.

From both figures, we could observe that there is a positive trend between the variables, showing that students who score higher tend to have a more positive impression toward comics used in Liberal Studies. However, it should be noted that correlation is only moderate to slightly strong. Possible factors causing the correlation to be moderate are briefly analyzed below.

Factors contributing to the positive trend:

1. Ability of comprehension

Students who score lower in tests tend to have lower reading and writing ability. When students are given a comic to read, it actually requires high level of ability of comprehension. As Michita (2010) mentioned that one of the biggest difficulties for students to read comics is the lack of explanations in comics, representing that reading when reading comics, students to get the implication from the clues by their ability of comprehension. Therefore, those have lower reading ability tend to be incapable to correctly understand the message of comics, thus thinking that comics is ineffective for their learning.

2. Difference in background knowledge

Rausch (2004) conducted a research on “Newspaper in Education” in Japan, showing that students who read more newspaper tend to have higher academic result due to improvement of reading and writing ability and increase in knowledge of the world. This research reveals that there is a positive correlation between knowledge of the world and academic result. As comics in Liberal Studies require reader to have a certain level of background knowledge of the world, students who score high tend to have more knowledge about the world, it is easier for them to comprehend the comics and utilize it as a tool for analysis and revision. So that more higher-achieved students think comics is an effective learning tool than lower-achieved students.

Factors against the trend:

1. Different perceptions of comics

As comics can only provide limited information to students, students with high test score may think that comics cannot assist them to understand the issues in an in-depth manner. However, as some of the comics chosen by teachers can be very easy to

understand and entertaining, students with lower test score may think that comics can assist them to understand the issues from more perspectives in an interesting way. Therefore, some students with lower test score still agree that comics can develop their critical thinking and help them to revise. And some students with higher test score may think that one single comics cannot demonstrate multiplicity of standpoints and perceptions comprehensively, especially when teacher chooses some comics which only contain relatively superficial message, so that they did not show their agreement on the effectiveness of comics in Liberal Studies.

All in all, this section unveils that students who can score high in Liberal Studies is more likely to recognize the effectiveness of integrating comics in Liberal Studies.

4.6 Challenges for Liberal Studies teacher to integrate comics in Liberal Studies lesson

Law & Poon (2010) point out that negative attitude toward comics and insufficient understanding about comics are two of the major causes leading to the situation teachers in Hong Kong are reluctant to introduce comics to classroom. However, interview with teachers reflects the causes mentioned by Law & Poon (2010) may not be true. After researcher asked them whether they would not use book-length comics because they thought the content of these comics are sensitive, like involving too much violence. T2 responded that:

“Not really, some Japanese comics are implicational; does it mean that we must not them because of the content? I think it depends on if the teacher is able to select appropriate chapter. When teaching Liberal Studies, some chapters of some comics are really good learning and teaching material. I also discussed the content and the

implication with students, but I did not bring the real comic book to classroom. Therefore, content and theme do not really matter as long as the comics is not pornographic.”

T1 also added that:

“Just like the recent hot comics “Attack on Titan” (進撃の巨人), teacher can actually use this comics to discuss with students whether we do not need improvement while situating in a safe environment. Therefore, a proportion of comics are still usable after appropriate selection.”

From two teachers’ comments, it shows that they do not have negative attitude toward comics and they have certain knowledge about what comics are usable. Hence, the reason why teachers seldom introduce comics to classroom is probably not because of negative attitude toward comics and insufficient understand about comics. Then, what are the real causes leading to the situation that comics is not employed as a teaching and learning material as common as video and textual material? T2 pointed out that:

“There are six modules in Liberal Studies. For every module, teachers have to discuss the enquiry questions with tens of issues. How can I find that many comics to teach that many issues? Therefore, even we sometimes use comics to teach, we just want students acquire skill of interpreting the message of comics. Compared with all kinds of learning and teaching material, comics has to be found on the Internet and selected cautiously, video from the Internet is simpler and more effective. Besides, before using comics in lesson, teacher has to present background information about the issue. Then, why don’t I use video which is more effective and simpler. Comics can only act as a tool for consolidation. ”

The above sharing shows that there are two main reasons why current teachers are reluctant to use comics widely in Liberal Studies lesson.

Firstly, the process of selecting comics is troublesome to teachers. Even the comics are relevant to the issues; they may not match with the level of students. Teachers therefore have to cautiously select what comics they are going to use in lesson. Also, every comics only contains limited message, teacher may need to employ several comics in order to let students understand more about the issues. In view of teachers' workload, it is reasonable that they seldom use comics in lesson.

Secondly, other learning and teaching material such as video and textual material can provide students a more comprehensive understanding of the issue going to be discussed. Before introducing the comics in lesson, teachers have to present background information about the issues. But teachers may not be able to introduce the background of the issues as clear and detailed as video or other learning and teaching material do.

As a result, because of the process of selecting comics is troublesome for teachers and the fact that comics may not be able to provide sufficient information to students; current Liberal Studies teachers are reluctant to use comics commonly in classroom.

Chapter 5

Discussion

This chapter will focus on discussing the previous findings. The first section consolidates students' situation of interpreting comics and the factors leading to the situation. The second section and third section analyze the effectiveness and the limitation of integrating comics in Liberal Studies lesson. The fourth section is researcher's suggestion on how can Liberal Studies teachers integrate comics in lessons more effectively.

5.1 Students' situation of interpreting comics

From the results from questionnaire and interview, students face some obstacles interpreting comics. Less than half of students felt that comics were easy for them to understand. The passages below analyze the factors leading to their incapability of interpreting comics.

Causes of incapability of interpreting comics

Researcher believes that when students read comics in Liberal Studies lesson, the following factors may cause them unable to interpret the comics.

1. Lacking background knowledge of the theme of the comics

From interview with students, researcher discovers that students do have a habit of reading news (Refer to Appendix C Line 1-5). Lacking knowledge of the world may cause them trouble when interpreting comics. For example, students cannot accurately analyze the message of a comic criticizing the structure of legislative council in the worksheet of Appendix F; it is mainly due to insufficient knowledge on the structure of legislative council and the issue of HKTV.

Teachers' comments in interview also confirm that certain of proportion of students do have sufficient knowledge to interpret comics. T2 criticized that:

“Students do not even know the symbolic meaning of the five stars of the national flag of China.”

Therefore, when students lack basic understanding to the theme in the comics, it is difficult for them to interpret the comics critically.

2. Insufficient clue from comics

Comics has to present complicated message by simple pictures without many words. If the comics itself does not provide enough clues, students may face obstacle on interpreting comics (Xiao, 2000a). Some students who did the questionnaire also comment that “comics should have more words” (see Appendix B).

From the above analysis, students may like reading comics, but they may not be able to comprehend political cartoon. This research corroborates what Wu & Chiu (2010) pointed out - “The possible reading difficulties encountered by the students to understand political cartoons were understanding the theme, understanding the dialogues and understanding the humor”.

5.2 Effectiveness of integrating comics in Liberal Studies

The result of this study shows that integrating comics can be beneficial to students' learning to a certain extent. For example, 65.33% of students agree/strong agree that comics used in Liberal Studies lesson can deepen their understanding toward the issues discussed in lesson. There are also nearly 70% (69.33%) of students admit that integrating comics in lesson can arouse their interest toward the content of Liberal

Studies. However, comparing with three kinds of learning and teaching material, including video, textual material and comics for them to choose, the result reveals that less than 30% (29.33%) of students thinks comics is a more efficient learning and teaching material than textual material. There are even only 25.33% of students thinks comics is a more efficient learning and teaching material than video. This result shows that although comics can be beneficial to students' learning of Liberal Studies, its effectiveness is relatively limited.

The result from correlation analysis also shows that there is a positive correlation between students' performance in Liberal Studies and their attitude toward comics. Before reading comics in Liberal Studies lesson, learners have to equip with certain level of ability of comprehension and knowledge of the world. Otherwise, they would feel that the message of comics is incomprehensible and lose confidence of interpreting comics in Liberal Studies. This finding generates an insight that high-level students more likely benefit from the comics integrated in Liberal Studies lesson.

5.3 Limitation of integrating comics in Liberal Studies

This study also reveals that there are two main limitations to integrate comics in Liberal Studies.

1. Difficult to find appropriate comics

The difficulty can be divided into two aspects. Firstly, teacher may not be able to find a comic can completely match with the learning and teaching objectives. From the interview with teachers, T1 mentioned that *"Comics would only be useful as long as the content of the comics can exactly match with the topic of the lesson."* We can see

that as selecting an appropriate and insightful comic is uneasy for the teachers; the prevalence of integrating comics in Liberal Studies lesson is not very frequent. Besides, researcher also believes that selecting an appropriate comics that exactly fit with the topic is a tough task for Liberal Studies teacher, as researcher had to spend around few hours on the Internet to find the comics for making the worksheet in Appendix E. This is the reason why the current Liberal Studies teachers who have to so much work to do would prefer using video as the main learning and teaching resource in Liberal Studies lesson. While using the same human effort to find an online resource, video is more informational and provide students more implications toward an issue.

In addition, difficulty of catering students' level is another difficulty. As divergence in students' level is inevitable in every classroom, it is a challenging task for Liberal Studies teachers to select a comic can cater for the lower ability students and higher ability students at the same time, for lower-level students, they may think that comprehending the message of the insightful comics is unachievable for them because of lacking knowledge of the issues and incompetence in reading. But for higher-level students, they may concern the usefulness of using comics in Liberal Studies instead of just for fun. If the message of the comics chosen is not insightful or cannot demonstrate multiplicity of viewpoints, they may think that this learning and teaching material fails to facilitate their learning in Liberal Studies. Therefore, how to strike a balance of difficulty when selecting comics is another challenging task for teachers.

2. Insufficient information from comics

Comics used in Liberal Studies are most likely about the society, the nation and the world, but constrained by the nature of comics, it cannot provide much information

for readers to understand the issue comprehensively. Also, just like what the curriculum guide mentioned, “50% - 60% of the enquiry process will be need or acquiring content knowledge if students are to have a sufficient understanding of background and nature of issues explored” (HKCDC & HKEAA, 2007). As students cannot acquire much content knowledge from comics, it is very unlikely for them to analyze the issues critically.

5.4 Suggestions regarding integrating comics in Liberal Studies

The following are five suggestions about how teachers can integrate comics in Liberal Studies more effectively.

1. LS teachers can form a group to collect comics systematically.

As selecting appropriate comics is one of the major difficulties in integrating comics in Liberal Studies, the teachers can develop a habit of collecting comics and political cartoons from mass media, like the Internet. According to the sharing of Tong (2010), after collection and categorization of comics, time and energy that originally use for searching appropriate comics can be saved effectively.

2. Use group discussion appropriately when time is available

Result from questionnaire shows that 57.33 % of students agree or strongly agree that group discussion enables them to have a better understanding of the messages of comics and 18.77% of students hold an opposite idea. The reason of the result can be found from the interview with teachers, T2 mentioned that (see Appendix D, Line 39):

“Group discussion can enhance students’ ability of collaborative learning. Higher-level students can help lower-level students; lower-level students can ask

questions in the same time, especially for difficult comics”

However, in the group interview with students, S1 said (see Appendix C, Line 8):

“Group discussion and presentation would lead to a situation that students are familiar with their group’s idea only, it is because students would not listen to other groups.”

Moreover, in the open-ended question of the questionnaire (see Appendix B), quite a number of students mentioned that teachers’ explanation is very important when using comics to teach because students may not be able to interpret the comics accurately. This finding correspond with Wu & Chiu (2010)’s research that students expect more explanation from teachers when reading political cartoons.

The above shows that group discussion can be beneficial to students as they can improve their collaborative learning ability and acquire content knowledge from the comics more effectively. However, teacher’s feedback and explanation are also very important for students to interpret comics. Therefore, the use of group discussion for discussing the message of comics has to depend on time available and the difficulty of the comics.

3. Informational learning and teaching material have to be provided before or along with comics

From students’ response from the open-ended question in questionnaire, some students think that the words in comics are too few, when some suggest that teacher should use comics along with textual material (see Appendix B). Indeed, comics can only provide limited content knowledge to students, and students cannot comprehensively understand the issue with a single comic, especially for those with

meager knowledge of the world. Teachers are advised to provide textual material to students. After reading textual material, students are able to recognize a number of perspectives on an issue and more likely to analyze the message of the comics in a critical manner.

Chapter 6

Conclusion

In this chapter, limitations of the study are firstly discussed. Researcher implication for future research is offered afterwards. In the last section, a final conclusion is also given.

6.1 Limitations of the present study

This study examines the effectiveness of integrating comics in Liberal Studies. Nevertheless, constrained by insufficient time and resource, the data are only collected from a form of a band 1 school, which leads to the situation that the sample size of students is limited to 75 secondary 4 students. Moreover, when researcher conducted this research, the students in secondary 4 only had half-year experience of studying Liberal Studies. Their recognition toward Liberal Studies may be as accurate as students in secondary 5 and 6.

Moreover, Likert 5-point scale was used in the questionnaire-based survey. Researcher discovered that a number of participants indicate all of their preferences toward the statements as ‘neutral’ in the survey. It therefore reduces the significance of difference in students’ stance between agreement and disagreement. Researcher believes that a more insightful result can be generated if Likert 6-point scale, (including “slightly agree” and “slightly disagree” but no “neutral”) was used in the survey.

6.2 Research Implication

Based on my experience from this study and the above limitations, researcher thinks that there are few implications for further research.

As this research is a preliminary study on integrating comics in Liberal Studies, the research result aims at providing insights for future potential study. Concerning the background of participants and the sample size, further researches can be conducted in a larger-scale with a longer period of time for data collection. For example, researches can collect data from different form of students and teachers in order to find out their perception towards the effectiveness of integrating comics in Liberal Studies.

To provide a more comprehensive picture of the effectiveness of integrating comics in Liberal Studies, further studies may investigate schools with different band, to find out the differences between schools with different band.

6.3 Conclusion

To conclude, students face certain difficulties in interpreting comics used in Liberal Studies because of lacking background knowledge of issues and limited ability of comprehension. Yet, it does not mean that integrating comics in Liberal Studies lesson is totally undesirable as students generally show a positive attitude towards comics. They believe that comics can increase their learning motivation and let them understand more about different stakeholders' viewpoints of issues. In addition, the process of interpreting comics can facilitate students develop generic skills such as critical thinking skills and communication skills.

The study also demonstrates that there is a moderate correlation between test scores and the students' attitude toward comics. Students with lower ability may need extra help when interpreting comics because comics employ an implicational approach to

deliver its message, which can be difficult for lower-achieved students to comprehend. Therefore, when teacher wants to integrate comics in lessons, informational material can be provided with comics in order to help students understand the content knowledge of the issue before analyzing the comics. Besides, if time is available, group discussion is also one of the possible ways to enhance the effectiveness of integrating comics in Liberal Studies.

Reference:

Barthés-Biesel, D., & Acrivos, A. (1973). *The rheology of suspensions and its relation to phenomenological theories for non-Newtonian fluids. International Journal of Multiphase Flow*, 1(1), 1-24.

Beck, L. C., Trombetta, W. L., & Share, S. (1986). *Using focus group sessions before decisions are made. North Carolina Medical Journal.*, 47(2), 73-74.

Bodner, G.M. (1986), Constructivism: A theory of knowledge. *Journal of chemical education*, ACS Publications.

Breakthrough Youth Research [突破青少年研究資料庫] (2010), The situation of media usage of Hong Kong teenagers 2010 [香港青少年媒體使用情況2010], Breakthrough Ltd,
http://www.breakthrough.org.hk/ir/Research/44_Youth_media_usage/Youthmediausage.htm, retrieved on 25 May 2014

CDC & HKEAA. (2007). *Liberal studies curriculum and assessment guide (secondary 4-6)*. Hong Kong SAR, China: Curriculum Development Council.
http://334.edb.hkedcity.net/doc/eng/ls_final_e_070508.pdf, retrieved on 19 May 2014

Choi [蔡偉銑] (2012), *The Application of Animation and Comics Democratic Politics Courses: A Study of the ONE PIECE* [動漫畫運用在民主政治相關課程上的

另類嘗試：以《航海王》為例], *Taiwan Journal of Sociology of Education* [臺灣教育社會學研究]

Fisher, A., & Scriven, M. (1997). *Critical thinking Its definition and assessment*.
Centre for research in Critical Thinking (UK).

Freire, P. (2000). *Pedagogy of the oppressed*. Continuum.

Gay, L. R., & Airasian, P. W. (2000). *Educational Research: Competencies for Analysis and Applications (6th ed)*. Upper Saddle River, N.J.; Columbus, Ohio: Merrill.

Gee, J.P. (2004), *What video games have to teach us about learning and literacy*,
New York: Palgrave Macmillan

Gergen, K. J. (1985). The social constructionist movement in modern psychology. *American psychologist*, 40(3), 266.

George, D. (2003). *SPSS for Windows Step by Step: A Simple Study Guide and Reference, 17.0 Update, 10/e*. Pearson Education India.

Habib, F., Baig, L., & Mansuri, F. A. (2006). Opinion of medical students regarding problem based learning. *JPMA. The Journal of the Pakistan Medical Association*, 56(10), 430.

Hammett, D., & Mather, C. (2011). Beyond decoding: Political Cartoons in the classroom. *Journal of Geography in Higher Education*, 35(01), 103-119.

- Hui, P. K [許寶強] (2006), Multi-perspective thinking is beneficial to development of critical thinking ability [多角度思維助批判能力發展], <http://www.ln.edu.hk/mcsln/liberal06.shtml>, retrieved on 19 May 2014
- Kunzle, D. (1973). *The early comic strip: narrative strips and picture stories in the European broadsheet from c. 1450 to 1825*. Berkeley, CA: University of California Press.
- Lasswell, H. D. (1948). The structure and function of communication in society. *The communication of ideas*, 37
- Lau, C. Y (2013), Stereotyped Image Creation: An Act of Copying or Not?, The international Journal of Arts Education
- Liu, J. (2004). *Effects of comic strips on L2 learners' reading comprehension*. TESOL quarterly, 38(2), 225-243.
- Michita, Y [道田泰司](1998), *An Attempt at Teaching Psychology through Comic Strips and its Evaluations*[マンガを用いた授業実践の試みとその評価], University of the Ryukyus Repository[琉球大学教育学部紀要 第一部・第二部] no.53 p.317 -326
- Nevins, A., & Weitenkampf, F. (1975). *A Century of Political Cartoons: Caricature in the United States from 1800 to 1900*. Octagon Books.
- Rausch, A. S. (2004). Newspaper in Education in Rural Japan: Education and local

- identity creation in the practice of locally scholastic NIE. *Journal of Asian Pacific Communication*, 14(2), 223-244.
- Stanley, W. B. (2006). Education for social reconstruction in critical context. *Social reconstruction: People, politics, perspectives*, 89-110.
- Streicher, L. H. (1967). On a theory of political caricature. *Comparative Studies in Society and History*, 9(04), 427-445.
- Tong [童玉娟] (2010) , *Action Research of integrating political cartoon in the civic teaching in the Junior High School* [政治漫畫融入國中公民課程與教學之行動研究], National Taiwan Normal University[國立臺灣師範大學], unpublished, Taipei.
- Vaughn, S, Schumm, J. S., & Sinagub, J. M. (1996). *Focus Group Interviews in Education and Psychology*: SAGE Publications, Inc.
- Von Glasersfeld, E. (1989). Cognition, construction of knowledge, and teaching. *Synthese*, 80(1), 121-140.
- Von Glasersfeld, E. (1995). *Radical Constructivism: A Way of Knowing and Learning*. *Studies in Mathematics Education Series: 6*. Falmer Press, Taylor & Francis Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007..
- Wertham, F. (1954). *Seduction of the Innocent:(The Influence of Comic Books on Today's Youth)*. Rinehart.

Wiersma, W. (1995). *Research methods in education: An Introduction* (6 ed.).

Needham Heights: MA: Simon & Schuster.

Xiao, X. W [蕭湘文] (2000), Primary research on reader's comprehensiveness of editorial cartoons in newspaper. [讀者對報紙評論漫畫理解度之初探性研究], *Public Opinion Research Quarterly*. [民意研究季刊]

Zorbaugh, H. (1949). *What adults think of comics as reading for children*. *The Journal of Educational Sociology*, 225-235.

Appendix A

The University of Hong Kong
Faculty of Education
Bachelor of Education (Liberal Studies)

Declaration statement

I am pleased to invite you to participate in a research, “The effectiveness of comics as an educational tool in teaching and learning of Liberal Studies “by students from Bachelor of Education (Liberal Studies), Faculty of Education, The University of Hong Kong. This research aims at analyzing students’ ability and difficulties in interpreting comics, exploring the effectiveness of integrating comics in teaching and learning of Liberal Studies and identifying the possible challenges of integrating comics in teaching and learning of Liberal Studies and the corresponding solutions.

Questionnaire-based Survey

Name: _____ Class: _____

Base on your experience and opinion; please answer **ALL** the questions below. **Circle** the most suitable option.

根據個人想法及經驗，請回答以下**全部**問題，**圈出**每題最適當的選擇。

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

1 = 非常不同意, 2 = 不同意, 3 = 中立, 4 = 同意, 5 = 非常同意

Part One: The effectiveness of using comics in teaching and learning Liberal Studies

第一部份：使用漫畫於通識教學中的成效

1. Generally, the comics used in Liberal Studies lesson can arouse my interest in exploring the issues.

大致上，在通識課堂中所使用的漫畫能提升我對議題探究的興趣。

1 2 3 4 5

2. Compared with watching video, reading comics is a more interesting way to learn the content in Liberal Studies lesson.

相對於觀看影片，閱讀漫畫是一種比較有趣的方法去學習通識課中的內容。

1 2 3 4 5

3. Compared with watching video, reading comics is a more efficient way to learn the content in Liberal Studies lesson.

相對於觀看影片，閱讀漫畫是一種更有效率的方法去學習通識課中的內容。

1 2 3 4 5

4. Compared with reading textual material, reading comics is a more interesting way to learn the content in Liberal Studies lesson.

相對於閱讀文字資料，閱讀漫畫是一種比較有趣的方法去學習通識課中的內容。

1 2 3 4 5

5. Compared with reading textual material, reading comics is a more efficient way to learn the content in Liberal Studies lesson.

相對於閱讀文字資料，閱讀漫畫是一種更有效率的方法去學習通識課中的內容。

1 2 3 4 5

6. Comics used in Liberal Studies lesson can deepen my understanding on the issues discussed.

在通識課堂中所使用的漫畫能深化我對討論議題的理解。

1 2 3 4 5

7. Comics used in Liberal Studies lesson can help me to understand the key concepts of Liberal Studies lesson.

在通識課堂中所使用的漫畫能幫助我理解通識課堂中的重點概念。

1 2 3 4 5

8. Comics used in Liberal Studies lesson can help me to understand the controversies of different issues easier.

在通識課堂中所使用的漫畫能幫助我理解不同議題的爭論點。

1 2 3 4 5

9. Comics used in Liberal Studies lesson can enable me to analyze an issue from more perspectives.

在通識課堂中所使用的漫畫能令我從更多角度去分析一個議題。

1 2 3 4 5

10. Comics used in Liberal Studies lesson can enable me to explore the issues discussing in lesson in a more in-depth manner.

在通識課堂中所使用的漫畫能使我更深入探究課堂中正在討論的議題。

1 2 3 4 5

11. Comics used in Liberal Studies lesson can motivate me to explore the issues discussed in a more in-depth manner (like searching information about the issues after lesson or pay more attention to related issues).

在通識課堂中所使用的漫畫能推動我更深入探究課堂中討論過的議題（例如會在課後搜尋相關的資料）

1 2 3 4 5

12. Comics used in Liberal Studies lesson can help me to revise because they let me have a stronger and more durable impression.

在通識課堂中所使用的漫畫能幫助我複習，因為它們令我有更強、更深刻的印象。

1 2 3 4 5

13. Comics used in Liberal Studies lesson can develop my critical thinking skills (critical thinking ability basically means the ability of distinguishing the logic of matters, judging both positive and negative factors and generating a rational and objective analysis).

在通識課堂中所使用的漫畫能培養我的批判性思考能力。

(批判性思考能力基本上是指分辨事物的邏輯、衡量正反兩面的因素，從而作出理性客觀分析的能力)

1 2 3 4 5

14. Comics used in Liberal Studies lesson can motivate me to think about the implication of the comics I read in my daily life.

在通識課堂中所使用的漫畫能推動我去思考我日常所看的漫畫的含義。

1 2 3 4 5

15. After reading the comics used in Liberal Studies lesson, I will pay more attention to the comics relevant to social issues for newspaper or other media.

閱讀通識課堂中所使用的漫畫後，我會對報紙上或其他媒體上有關於社會議題的漫畫更加留意。

1 2 3 4 5

16. Comics used in Liberal Studies lesson can develop my creativity.

在通識課堂中所使用的漫畫能發展我的創造力。

1 2 3 4 5

17. Comics used in Liberal Studies lesson can enable me to have a more independent thinking on different issues.

在通識課堂中所使用的漫畫能令我對不同的議題有更獨立的思考。

1 2 3 4 5

Part Two: Situation of using comics in Liberal Studies lesson

第二部份：通識課堂中使用漫畫的情況

18. It is difficult to understand the main themes of the comics used in Liberal Studies lesson.

了解通識課堂中所使用的漫畫的主題是困難的。

1 2 3 4 5

19. It is difficult to understand the implication of the words in comics used in Liberal Studies lesson.

了解通識課堂中所使用的漫畫的文字的含義是困難的。

1 2 3 4 5

20. It is difficult to understand the implication of the illustration in comics used in Liberal Studies lesson.

了解通識課堂中所使用的漫畫的圖畫的含義是困難的。

1 2 3 4 5

21. Comparing with interpreting the comics and used in Liberal Studies lesson and its implication, it is more difficult to clearly write down my interpretation of the comics.

相對於詮釋通識課堂中所使用的漫畫，清楚寫下我對該漫畫的理解更加困難。

1 2 3 4 5

22. Generally, The questions set by teachers for discussing the implication of the comics make me easier to engage in discussion.

大致上，老師所設計用以討論漫畫含意的問題令我更容易參與討論。

1 2 3 4 5

23. In Liberal Studies lesson, group discussion enables me to have a better understanding on the comics' implication.

在通識課堂中，小組討論令我對漫畫的含意有更好的理解。

1 2 3 4 5

Part Three: Other comments about using comics in Liberal Studies lesson.

(For example: way to use/ choice of comics/ teacher's explanation of the comics)

第三部份：對於在通識課堂中使用漫畫的其他意見

(例如：使用方法／漫畫的選擇／老師對漫畫的解釋等)

Thank you for your contribution!

Appendix B

Table of students' other comments about integrating comics in Liberal Studies lesson

Comment	Frequency
Comics is difficult to understand	18
Comics can only provide limited information	8
Comics should have more words	4
Comics is entertaining	6
Comics can help students understand the topic better	4
Teacher's explanation is important to students' understanding of comics	18
Suggestions on how comics should be used in Liberal Studies lesson E.g. Textual material should be provided along with comics.	4
Others, e.g. "I hate comics", or "teacher should use more comics" without providing any reason.	6

Appendix C

Transcription of Focus Group interview with students

This interview was held at the school on April 3, 2013. There were 4 interviewees, including 4 students from form 4 – S1, S2, S3, S4. The interview lasted for around 15 minutes.

Line	Speaker	Text
1	Researcher	我地今日講嘅題目係漫畫係通識課堂中嘅運用，究竟用漫畫去學通識會唔會幫倒你地呢？咁我想問你地少少熱身問題先。我想問你地平時多唔多睇新聞果 d？
2	S1	都會睇下報紙。
3	S2	唔多，淨係做功課都有時間。
4	S3	會睇下蘋果動囉。
5	S4	好少。
7	Researcher	我想問你地覺得平時通識堂入面嘅小組討論同匯報係咪有效嘅學習方法？定係老師主導去教會比較好？
8	S1	我覺得咁樣會令自己組嘅嘢熟，但係對其他組嘅嘢唔熟。
9	S2	係呀。因為好多時都唔會留心聽其他組講嘅嘢。
10	Researcher	咁姐係你地覺得老師係應該講多 d？
11	S3	我又唔認為。
12	S4	我覺呀，因為學生講嘅好多時都唔係幾中 point，要老師講多次。

13	S3	不過咁始終都係同學落手落腳去傾去做呀嘛。特別係 d project，我認為咁可以啟發倒學生去自發學習。
14	Researcher	同意。咁係比較同通識科嘅目標近似。好，咁我宜加想問下你地一 d 關於漫畫係通識課堂中嘅運用嘅一 d 睇法，你地平時有冇上網睇果 d 漫畫，政治漫畫之類？
15	S1	都有，我時不時都會係 facebook 睇倒一兩幅。
16	Researcher	咁你會唔會去諗下呢 d 漫畫想帶出嘅含意？
17	S1	有時都會。
18	S2	我有時都有睇嘅，好似叫乜乜 lo，係關於咩我的港女老婆呀，都係比社會性嘅，都有政治嘢嘅。
19	S3	咁報紙果 d 政治漫畫又算唔算呢？
20	Researcher	算。
21	S2	咁一定有，我地學生有派。
22	Researcher	咁但係會唔會睇咁 d 政治漫畫都唔係好知佢講緊咩？因為可能老師有講過，又或者平時有留意開。
23	S2	唔會呀，因為佢會有解釋。
24	S4	咁係因為果份係通識報姐，會教埋你去解，其他果 d 咪冇囉。
25	Researcher	咁你地平時會唔會去睇開社交網站嘅網上漫畫？
26	S3	冇。
27	S2	好少。
28	S4	幾乎冇，我唔用 facebook 果 d。
29	Researcher	我想問你地老師平時會唔會係通識科堂用漫畫去教學呢？
30	S1	少。
31	S2	好少。
32	S3	主要用影片、文章，例如報紙上嘅文章同書。
33		咁你地印象中老師有冇係堂中用過呢？
34	S1	係測試考試就有。
35	S3	功課果 d 先有，上堂幾乎唔會有咖。
36	S2	係測驗考試先有，堂上好少。
37	Researcher	咁會唔會令你地覺得要解讀漫畫比較困難？因為平時接觸得少。
38	S4	會呀，同埋唔知點寫。
39	Researcher	我想問平時我上堂比你睇嘅漫畫，例如溫水劇場果 d，會唔會令你對個議題了解多啲？同埋有冇有趣呢果 d 漫畫？

40	S4	係得意嘅。
41	S3	係得意嘅，係形象化咗。
42	S4	都會嘅但係講 d 野太空泛，始終唔夠文章咁仔細。
43	S2	姐係好簡潔，又好暗示。
44	Researcher	姐係漫畫比你嘅資訊只係開咗個頭比你，但係內裡嘅野都係唔清晰，係咪呢？
45	S3	係呀，好似你比我果幅租金上升嘅漫畫，只係講咗自由行一個原因，冇講其他原因。
46	S1	係呀，果 d 漫畫比嘅資料好少，好多時都要多篇文字資料去幫手。
47	Researcher	咁你地會唔會覺得明白漫畫嘅字句嘅意思係困難嘅呢？
48	S1	明嘅。
49	S2	好易明嘅。
50	Researcher	咁有時有政府漫畫，特別係一幅圖又有字果 d，例如有個肥佬係度食嘢果 d，你地會唔會覺得果 d 係好難去明白呢？
51	S4	會呀，四格漫畫果 d 易明好多。
52	S3	但係我覺得果 d 漫畫好多時都可以帶出好多訊息。
53	Researcher	係有好多資訊，咁但係會唔會有 d 難明呢？
54	S1	都會，不過其實都係睇你對果樣野了解幾多，知唔知果件事發生 d 咩。
55	Researcher	姐係都係睇你對果個漫畫嘅議題有幾多認識。
56	S2, S3	係呀。
57	Researcher	你覺得如果上堂時用漫畫去帶入個議題，咁對比影片，你覺得邊個方法係比較好呢？
58	S3	睇片會比較好。
59	S2	但係睇片要好多時間。
60	S3	但係如果好似之前講，如果你對果個議題唔熟悉就貿然比幅漫畫你去睇，咁其實好難去理解。
61	S2	但係帶入議題咋喎。
62	S3	帶入...但係如果完全冇認識嘅話就俾幅漫畫你，你根本唔會知佢做乜，我覺得唔係太好，相反，影片一開始就可以提供多 d 資料，令我地了解好 d，更易帶入。
63	Researcher	咁姐係要對個議題了解到咁上下，先俾幅漫畫你，由你了唔了解幅漫畫去睇你了唔了解個議題，咁就可以睇到你對通識堂想你知道嘅野掌握幾多。
64	S4	姐係用嚟做鞏固會係比較好，用嚟引用唔係咁好。
65	S1	但係有用影片引入，例如蘋果果 d 好有立場，加埋 d

		聲畫，咁會影響咗學生嘅理解，姐係唔係每個議題都咁，漫畫唔會囉。
66	Researcher	咁總睇來講，你覺唔覺得用影片去引入比較好？
67	S1	唔覺。
68	Researcher	姐係有同學覺得用影片引入好 d，又有同學覺得用漫畫好 d。
69	S3	但係影片比較有趣，又唔一定咁有立場嘅，好多時都比較中立，反而漫畫就一定會有立場。好似新聞檔案果 d 都係資訊多 d，深入 d，又唔會太有立場，又可以睇倒唔倒持份者嘅意見，相對嚟講比較中立，咁令同學一開始就有初步理解各持份者嘅觀點，漫畫就做唔倒。
70	Researcher	咁通識堂用嘅漫畫會唔會令你地對果個議題印象深刻咗？比較易去掌握果 d 重點概念？
71	S2	會呀。例如好似你比果幅租金漫畫，我到而加都係好記得，記得自由行、租金同生活素質嘅關係。
72	S4	係呀，佢用好簡單嘅圖像表達倒自由行點令本地老店執，印象都好深刻。
73	S1	係呀
74	Researcher	姐係大家都認同漫畫可以幫助你地掌握通識嘅概念同埋印象亦係深刻嘅
75	S2	係呀。
76	S4	係呀。
77	S3	係呀。
78	S1	係呀。
79	Researcher	咁你地會唔會睇 d 漫畫之後會了解多咗，多咗 d 對果個議題嘅思考？定係睇完就算咖呢？
80	S2	睇下係關於 d 咩囉。
81	Researcher	例如租金果幅漫畫，佢係一面倒咁話自由行唔好，你會唔會諗下佢點解咁講，同質疑吓佢講嘅嘢？
82	S3	都會嘅，因為好多時都唔可以照單全收咁吸收囉，要分析吓，睇下佢講嘅嘢合唔合理，會唔會好偏頗。
83	Researcher	咁你地覺得老師上堂時叫你地去睇幅漫畫再分組討論會唔會令你對果幅漫畫有更好嘅理解？定係根本一個人睇都有咩分別？
84	S1	小組好 d。
85	S4	係呀。
86	Researcher	點解呢？
87	S2	一幅漫畫只係表達作者嘅意見，但係小組討論我地可

		以根據幅漫畫再發表其他自己嘅意見，又可以聽埋其他人嘅意見。唔可以只係聽自己嘅意見咖嘛。
88	Researcher	姐係小組討論令你更深入咁去分析幅漫畫同了解果個議題？
89	S1	係呀。
90	S3	係呀。
91	Researcher	你地會唔會覺得睇多咗有關社會漫畫會令你地平時對社會嘅議題嘅了解多咗，見解多咗？
92	S2	睇下咩啦，因為新聞會有 d 專用名詞好難明，睇完漫畫都唔會明。
93	Researcher	姐係睇完相關嘅漫畫，要理解果個議題發展成點仍然係困難嘅。
94	S2	係呀。
95	S1	係呀，文章會比漫畫更可以幫我地理解。
96	S1	係呀，有 d 議題如果係我地有切身關係嘅，漫畫就可以令我地對我地了解更多，但係如果係政治 d 嘅議題，例如雙非果 d，果 d 議題會關係到基本法，有好多專用名詞，漫畫係幫唔到我地理解。但係文章可以表達得清晰 d，深入 d 令我地理解多 d。
97	Researcher	姐係你唔了解果個議題亦唔會了解 d 政治漫畫諷刺嘅嘢。
98	S3	因為畢竟果 d 唔係我地熟悉嘅嘢。
99	Researcher	咁你地總括嚟講，希唔希望老師上堂用多 d 漫畫去教學？
100	S3	都係一個好主意。
101	S2	都好呀。
102	S3	漫畫可以啟發我地思考，了解唔同持份者，不過要先了解果個議題大概講 d 咩，先知想表達咩。
103	S4	多 d 係無妨，不過要先睇下 d 文章，或者老師講多 d，令我地清楚個背景先好帶幅漫畫出嚟。
104	Researcher	咁你地覺唔覺得漫畫可以令你地了解議題嘅爭議點？
105	S1	會呀，例如我地知道多咗自由行除咗帶來好處，亦會知道有其他壞處。
106	S2	都係。
107	Researcher	好咁今日嘅 interview 就到始為止，唔該曬咁多位。

Appendix D

Transcription of Focus Group interview with teachers


This interview was held at the school on April 7, 2013. There were 2 interviewees – T1, T. Both are Liberal Studies teachers with at least 5 year experience of teaching Liberal Studies. The interview lasted for around 15 minutes.

Line	Speaker	Text
1	Researcher	我地今日想探討漫畫係通識課堂嘅使用，我想先問 Mr. Wong 你教咗通識科大概幾耐呢？
2	T1	今年係第五年。
3	T2	通識科有咗幾耐咪教咗幾耐囉，應該係五年。
4	T3	我都係五年
5	Researcher	咁姐係大家都係好資深嘅通識科老師。咁我想問你地教 LS 平時會唔會用漫畫作為教學材料？
6	T1	唔可以話多，不過會有。例如我地功課有啦、書有啦、幫學生訂果份信報有啦。間唔中會同佢地傾。主要係咁。
7	T2	我好認同你嘅意見同觀點。每個星期會有份信報，都會同佢地睇一睇嘅，教吓佢地睇漫畫嘅技巧。
8	Researcher	咁點解唔會特別多去用漫畫？係咪因為要自己搵漫畫去教係比較用時間，老師平時已經用時間處理好多嘢，如果要特別搵同議題相關嘅漫畫係幾困難？定係因為佢嘅教學成效唔係咁高，所以唔一定要用漫畫。
9	T1	其實因為坊間有好多漫畫，好似信報又有漫畫係曬網上，係佢度一 search 今日香港 已經有好多幅相當嘅漫畫出咗嚟。不過我好多時覺得有 d 漫畫太深，好多報紙嘅漫畫嘅內容要同學對果個議題有相關嘅知識同理解先可以睇得明。所以基本上好多時都係同漫畫嘅深淺程度有關，例如有 d 一睇就明嘅，但係有 d 睇嚟睇去都睇唔明嘅，有 d 漫畫嘅特徵一定要你知道果樣嘢你先睇得明，姐係好似講全球化，有隻熊仁係代表俄羅斯，呢 d 一定要有相關知識先知，我地以前有讀歷史會知，不過學生有呢 d 背景資料就唔會知，咁老師又話再解俾佢地聽，所以上堂就有咁易利用倒。
10	Researcher	姐係你都係基於學生嘅能力同背景去睇下用唔用漫畫去教？
11	T1	係啦。
12	Researcher	咁 Mr. Lau 你係咪都係因為呢個原因所以比較少用漫畫去教？

13	T2	我覺得漫畫係其中一個途徑，事實上，通識科係一科太貪心嘅科目，又要識數據，又要識漫畫，又要識文字，又要分析埋唔同嘅觀點。據我所知，分析漫畫係歷史科的專門技能嚟嘅，歷史科用好多漫畫，但係佢地係讀好多相關嘅資料先去分析個漫畫，咁樣先易分析倒漫畫個意思。但係你知通識課程六大舊嘢，每舊嘢有十幾廿個議題，我每個議題搵幾幅漫畫去教呀？點教呀。所以，我地揀漫畫去教都係想教學生一 d 技巧，點樣詮釋漫畫想帶出嘅意思。如果你問我咁我教學資源，漫畫又要上網搵又要篩選，其實上網搵 video 仲簡單有效。
14	T1	係呀。
15	T2	要用漫畫一定要老師先 present d background information 先，咁不如用 video 仲簡單有效。漫畫只可用嚟做 consolidation。
16	Researcher	姐係漫畫比較適合用嚟鞏固學生嘅學習成果。
17	T1	嗯。
18	T2	係呀。
19	Researcher	咁你地覺得漫畫可唔可以吸引倒學生對果個議題嘅興趣？例如佢地會覺得漫畫好得意呀，定係你地覺得睇片反而比較有效呢係呢方面？
20	T1	漫畫一定有一定嘅能力去提升學生嘅興趣，只不過可以作為好初步嘅引入。例如比幅漫畫佢地睇下，比佢地估下我地今日想講咩呢。咁搵倒幅漫畫係正嘅，係啱用嘅，都唔可以用幅漫畫教足成兩嘅堂。但係片唔同，片例如鏗鏘集、星期幾檔案果 d，佢係好詳盡、深入咁去解釋比如醫保係咩嚟呀，咁學生更易去理解果個題目囉。所以我反而會覺得漫畫只可以作為一個好初步嘅引入。好似 Mr. Lau 頭先講果 d，片呀、文章呀、甚至數據都可以更易去幫學生去理解。
21	Researcher	係，咁你覺唔覺得漫畫可以改善倒學生嘅批判性思考能力呢？
22	T2	係難嘅，因為要分析一幅漫畫，除外係好少學生可以即刻諗倒好多唔同嘅嘢，但係大多數學生有咁叻嘅，可能一睇錯少少漫畫嘅隱喻嘅，咁就會成個分析錯囉。所以，引起興趣笑下冇所謂，但係要係大家見慣果 d，例如改圖果 d 反而大家仲會開心 d，你話搵 d 真係政治漫畫比佢地睇，佢地連中國果五粒星係咩都唔知，咁其實漫畫畫得幾靚，幾有意思，d 學生都唔會理咖啦。

23	T1	係呀，佢地真係連呢 d 都唔知咖。姐係 d 尊子漫畫佢地唔會明，你話我地呢 d 睇咗幾廿年漫畫嘅咪明囉。你唔可以預一個十幾歲嘅學生可以 get 倒。一 get 錯就成個分析都錯囉，但係你話文字、數據果 d，平時其他科都有相關嘅訓練，佢地會易 d 掌握囉。根據以往考評局出果 d 通識卷，佢地出果 d 漫畫都係好淺白嘅，唔會用幅真嘅政治漫畫叫學生去解，太深。
24	Researcher	姐係你地覺得好多時學生嘅基礎知識係唔夠，所以用漫畫去教嘅成效唔大。同時 background knowledge 唔夠亦唔可以令學生有批判性思考，因為有要對一個議題有批評性思考，必須要對果個議題有認識先，越識得多，越可以做倒批判性思考。
25	T2	所以漫畫最多只係用幫學生溫書、鞏固番。如果真係教，可能真係用完頭幾分鐘就要收，就要轉番一 d 多 d information 嘅比 d 學生。構思係幾好嘅，但係用起上嚟要小心 d。
26	Researcher	但係你地會唔會覺得漫畫真係可能幫倒學生掌握一 d 概念知識同埋溫書。因為早前學生嘅 interview，佢地就話睇完上堂講過同功課做過嘅果幅漫畫之後，佢地對果個議題嘅爭議同相關概念會深刻好多，掌握得好 d，如果平時有漫畫去鞏固就難 d 去掌握呢 d 嘢。咁我想問你地會唔會可能有 d 低估漫畫嘅成效？
27	T1	唔係呀，係要真係搵倒幅漫畫係好 fit 個 topic 先會有用。如果要上網搵倒咁啱嘅先得。你話學生覺得好深刻，咁係因為果幅漫畫又啱個 topic 又啱佢地程度先會做倒，但係你話會唔會每個教嘅 topic 都可以搵倒咁啱呢？一般坊間嘅漫畫大多要學生對社會同果件事有一定理解先可以睇得明，所以我地先覺得漫畫唔會係課堂度太常用。但係如果啱用嘅，好似上次 cuson 有幅係唐英年僭建又係度嘆紅酒嘅，又好睇又啱學生程度嘅，咁一樣會用。
28	Researcher	好，咁我仲有問題，我想問咁其實除咗坊間嘅政治漫畫，仲會有連載嘅漫畫，佢地都會對學生理解社會有一定作用。但係你地會唔會因為呢 d 漫畫題材敏感而唔用呢？
29	T1	例如呢？
30	Researcher	龍虎門之類果 d，都係有暴力成份嘅，所以就唔用啦，會唔會係咁呢？
31	T2	又唔會，好似一 d 日本漫畫佢地係隱含好多意義，咁係咪一定會唔用呢？我覺得睇下個老師識唔識去取材姐。如果

		你講教書嘅，其實有 d 漫畫嘅章節係好好嘅材料去到教一 d 概念，例如全球化果 d 咖嘛。我有時上堂都會同學生講呢 d，不過冇真係拎幅漫畫重點去講咋嘛。所以係睇題材同主題關唔關事，唔係睇佢暴唔暴力。不過你話係色情果 d 就真係要修訂得小心 d 啦。
32	T1	係呀，你話而加好似有套漫畫叫進擊的巨人咁，係講 d 人安逸係一個地方入面，以為怪物巨人唔會攻擊倒佢地，其實可以用嚟教一 d concept，例如係咪安全就可以唔去進步呢？所以，選取一 d 啱用嘅都可以用。
33	Researcher	咁我重有另一個問題想問，如果你地上堂比幅漫畫 d 學生，但係佢地又解唔明。咁你地用咩方法解決呢個問題呢？會比多 d 時間佢地諗定係你去直接解呢？
34	T2	我會要佢地畫表先，表嘅左面係漫畫入面嘅圖像，右面係佢果樣嘢嘅訊息，寫曬出嚟先。
35	T1	係呀，姐係要佢地寫曬 d 特徵出嚟先，要學吓點抽取 d 有用嘅資料去分析。
36	T2	同埋我會比佢地分人物、場境同文字三個部份，咁幫助佢地分析個背景同埋含意。
37	T1	係，一定要佢地抽倒特徵抽出嚟先，然後比多少少時間佢地諗，之後我地再補充。
38	Researcher	係，咁你地覺唔覺得上堂要佢地分析漫畫時需要用小組討論呢？定係唔洗都得呢？因為有 d 同學係之前話用小組討論會令佢地明多 d。
39	T2	小組討論係一個方式，係學生嘅立場，小組討論可以加強佢地嘅協作能力，好嘅幫唔好嘅，唔好嘅又問倒嘢。但係係咪必須呢？我就覺得唔係。
40	T1	我覺得係基於時間，基本上有小組佢地可以自己 go build up 個理解，咩材料分析都係小組好，但係咁多資料，有冇可能樣樣嘢都用小組呢？咁要睇漫畫本身，如果係漫畫難白嘅，要同學協作先得嘅，咁就會。但係如果漫畫嘅訊息只係好簡單，咁問同學答吓就可以。所以係視乎漫畫本身嘅 message 多唔多，多嘅有價值嘅話討論吓囉。
41	Researcher	姐係都係睇漫畫嘅深淺度同時間。 好，今日嘅 interview 就係咁多，多謝曬大家。

	科任老師: <u>Mr Kenneth Lau</u>
	姓名: <u>鄭芷詠</u>
	班別: <u>4D</u> (<u>16</u>)
	組別: <u>4DIH2</u>
分數: <u>12</u> / 20	

專題探索：中港矛盾

細閱以下資料：

資料 A



b. 價值觀分別

生活素質

→ 政治方面

→ 經濟

→ 文化

→ 環境

→ 社會

c. 很少程度

→ 傳媒影響最重要

① 中港矛盾報導

② 內地問題

③ 本地意識

④ 政治社會矛盾

資料 B

以下為互聯網討論區的留言：

網民 A 那些自由行旅客十分可惡，昨天我看到他們在車廂內進食，真不檢點。

網民 B 是呢，他們的行為真過份；我是在迪士尼樂園當售賣員的，常常被他們呼呼喝喝，有時還要清理他們的糞便。

網民 C 是呀，他們真的很欠缺教養，又沒有公民意識。

網民 D 我是來香港讀書的內地生，看到你們的留言真覺得香港人很反智。我在香港購物時，反而常常被售貨員怠慢。若要問顧客為何動怒的話，先反省自己的服務質素如何才說吧！

a 試詮釋資料 A 漫畫中的內容。

(4分)

資料 A 中的下屬告訴上司有鋪位需續租，並問上司該做什麼？
上司叫下屬把米芝蓮三星的餐廳加租，並不再讓老鋪續租，改租給大財團。
就上述漫畫可見，由於愈來愈多自由行來港，導致傳統老店相繼倒閉，即使在「山卡啦」的鋪位也被大財團搶去，本港的特色將愈來愈少。

b. 參考資料 A 及 B 並就你所知，試分析有甚麼原因導致香港人抗拒自由行旅客。(6分)

香港人抗拒自由行旅客的原因有很多，有經濟、文化等重要因素。
經濟方面，由於大量自由行來港購物，令物價急升。由於物價急升，令旺區租金上升。在資料 A 提到，上司不把鋪位租給老店，卻租給大財團，令香港很多傳統特式消失，並令香港人的經濟壓力增加。
文化方面，香港因曾受英國統治，因此和中國內地的文化有差別。在資料 B 中，網民 A、B、C 都以香港人的文化評論內地旅客。好像在地鐵內進食，內地可能可以在地鐵進食，但不知不能在本港地鐵進食，造成誤會。
因此香港人抗拒自由行旅客來港。

所以?

被西方文化作出太大影響和改變。因此兩地的文化存在很大的差異。^{香港}香港有很多特式美食,例如蛋撻、奶茶等受外地人士歡迎。

當你說你住的地方附近有蛋撻或茶餐廳,外地人便會說你是香港人,而並不是中國人。由於文化差異,令香港人更認為自己是香港人多於中國人。^{本地特色文化↑,令香港人本地意識↑,中國人轉份↓}

由於以上種種因素,令香港人越來越少自覺為「中國人」。因此我很大程度同意該原因。

不是中港矛盾,自打咀巴

- c. 你多大程度上同意「中港矛盾是導致越來越少香港市民自覺是『中國人』主要原因」？
參考資料及就你所知，試加以解釋。（10分）

我很大程度上同意「中港矛盾是導致越來越少香港市民自覺是『中國人』主要原因」。

經濟因素方面，由於7、80年代經濟起飛，令香港成為國際金融中心，也令更多市民自覺是「香港人」。但在2003年所實行的CEPA和「個人遊」後，大量內地旅客相繼湧港，令香港的旅遊業急升。內地旅客湧港購物，令物價上升。有些貨品如奶粉缺貨，令大量港人不滿。物價上升也令舖位^{租金}上升，一些老店不能承擔上升的租金，相繼倒閉，令很多港人失業。一些本土特式也消失。民怨四起，令越來越少香港人自覺是「中國人」。

對內地遊客反感，自然

社會

社會方面，香港在回歸實行一國兩制，並以民主体制治港。這個制度和中國的^{社會}制度並不一樣，令兩地的社會狀況有不同。在自由行實施後，中港矛盾愈來愈深，令兩地的誤會加劇。內地人來港，有時會隨地大小便，說話大聲，插隊等，令港人感到不快。就算有在学校推行唱國歌，升國旗等國民教育，也不能令香港人自覺為「中國人」。（在資料B中的網民B提到他在迪士尼工作，常被自由行旅客呼喝，有時還要清理他們的糞便，認為他們很冇份。這令香港的形像受損，也令社會民生變差。）

向這般無美

文化差異方面，由於香港曾被英國管治，深受英國文化影響，令香港人大多有禮貌，有風度。但中國的傳統文化並沒有

Appendix F – Worksheet 2

香港管理專業協會李國寶中學
2013-14 年度中四級通識教育科

學生姓名：曾永康
班別：4E (23)
組別：4 DIS2
分數：13/34

1. 細閱以下資料：

資料 A：

大批市民昨天響應號召，身穿黑衣遊行或直接到政府總部外的公民廣場集會，要求政府清楚交代免費電視發牌數目忽然從三個變為兩個，及香港電視網絡（港視）不獲發免費電視牌照的原因。大會估計有八萬人參與集會，警方則稱約三萬六千人參與。

有參與遊行的港視藝員，表示自己用「相信政府的心態」參與，「政府稱需要循序漸進，我假設它需要聽取民意，所以我想走出來，讓政府知道我想有多點選擇。」參與的市民中，有長者指政府「無陰公」，認為王維基「投資了那麼多錢，按程序申請牌照，你（政府）卻只發兩個牌，完全沒有公義。」

港視主席王維基未有現身集會，但發聲明指，集會人士不單是為了電視選擇，而是關心政府「有否尊重香港人的意願、香港是否一個依法依制度的特區，希望大家為香港努力維持公義和法治。」

資料來源：摘錄自某報刊於 2013 年 10 月 21 日的新聞報道

資料 B：



7

(a) 參考資料 A，詮釋資料 B 漫畫的信息。

(2分)

資料 A 是關於市民遊行示威，不滿政府將電視免費發牌從三個變為兩個，而沒有作出解釋。資料 B 是指從功能及地方選區得出這結果，人員並就講述公開發牌審批的資料，會破壞行政會議的保密制度。所以政府沒有作出任何解釋。

此後意義？

(b) 為何市民願意參與有關港視發牌的遊行及集會？參考資料並加以解釋。(6分)

市民願意參與有關港視發牌的遊行及集會，是~~是~~想~~知道~~認識政府有否尊重香港人的意願、~~是~~懷疑香港是否一個依法依制度的地區特區，想為香港維持公義及法治。

市民認為人是擁有自由的，及認為香港是一個平等的地區，但無緣解釋否決，及無緣無故從三個免費電視台變成兩個。

市民亦認為政府應立刻^{作出}解釋及原故所在的問題。時間應盡快回答有關的問題。而長久都沒回應，所以作出這次遊行。

NE

NE

3